

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**THE ANTECEDENTS OF LEADERSHIP UNETHICAL  
BEHAVIOR IN THE ALGERIAN STATE-OWNED COMPANIES**



**ABDERRAHMANE BENLAHCENE**

**DOCTOR OF PHILOSOPHY  
UNIVERSITI UTARA MALAYSIA  
2020**

**THE ANTECEDENTS OF LEADERSHIP UNETHICAL  
BEHAVIOR IN THE ALGERIAN STATE-OWNED COMPANIES**



**ABDERRAHMANE BENLAHCENE (901270)**

**A thesis submitted to Ghazali Shafie Graduate School of Government in  
fulfilment of the requirements for the Doctor of Philosophy  
Universiti Utara Malaysia**



Kolej Undang-Undang, Kerajaan dan Pengajian Antarabangsa  
(College of Law, Government and International Studies)  
**UNIVERSITI UTARA MALAYSIA**

**PERAKUAN KERJA TESIS / DISERTASI**  
(Certification of thesis / dissertation)

Kami, yang bertandatangan, memperakukan bahawa  
(We, the undersigned, certify that)

**ABDERRAHMANE BENLAHCENE (901270)**

calon untuk Ijazah  
(candidate for the degree of)

**Ph.D**

telah mengemukakan tesis / disertasi yang bertajuk:  
(has presented his/her thesis / dissertation of the following title):

**THE ANTECEDENTS OF LEADERSHIP UNETHICAL BEHAVIOUR IN THE ALGERIAN STATE-OWNED COMPANIES**

seperti yang tercatat di muka surat tajuk dan kulit tesis / disertasi.  
(as it appears on the title page and front cover of the thesis / dissertation).

Bahawa tesis/disertasi tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan, sebagaimana yang ditunjukkan oleh calon dalam ujian lisan yang diadakan pada **21 Mei 2019**

*That the said thesis/dissertation is acceptable in form and content and displays a satisfactory knowledge of the field of study as demonstrated by the candidate through an oral examination held on: **May 21, 2019***

|  |   |   |
|--|---|---|
| Pengerusi Viva<br>(Chairman for Viva)  | : | <b>ASSOC. PROF. DR.<br/>ZAHERUDDIN OTHMAN</b>     |
| Pemeriksa Luar<br>(External Examiner)  | : | <b>ASSOC. PROF. DATIN DR.<br/>SABITHA MARICAN</b> |
| Pemeriksa Dalam<br>(Internal Examiner) | : | <b>PROF. DR. AHMAD<br/>MARTADHA MOHAMED</b>       |

Tandatangan  
(Signature)

Tandatangan  
(Signature)

Tandatangan  
(Signature)

Tarikh : **21 Mei 2019**  
Date



Nama Pelajar : ABDERRAHMANE BENLAHCENE (901270)  
(Name of Student)

Tajuk Tesis : THE ANTECEDENTS OF LEADERSHIP UNETHICAL  
(Title of the Thesis) BEHAVIOUR IN THE ALGERIAN STATE-OWNED  
COMPANIES

Program Pengajian : Ph.D  
(Programme of Study)

Penyelia Pertama : DR. RUSLAN ZAINUDDIN  
(First Supervisor)

Tandatangan  
(Signature)

Penyelia Kedua : DR. NUR SYAKIRAN AKMAL  
(Second Supervisor) ISMAIL

Tandatangan  
(Signature)



**UUM**  
Universiti Utara Malaysia

## **PERMISSION TO USE**

In presenting this thesis in partial fulfilment of the requirements for PhD degree from Universiti Utara Malaysia, I agree that Universiti Library may make it freely available for inspection. I further agree that permission for copying of this thesis in any manner either in whole or in part, for scholarly purpose may be granted by my supervisor or in her absence, by the Dean, Ghazali Shafie Graduate School of Government, College of Law, Government and International Studies (COLGIS). It is understood that any copying or publication or use of this thesis or parts thereof for financial gain will not be allowed without my written permission. It is also understood that due recognition will be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from this thesis.

Request for permission to copy or to make other use of materials in this thesis in whole or in part should be addressed to:

Dean (Ghazali Shafie Graduate School of Government)

UUM College of Law, Government and International Studies

Universiti Utara Malaysia

06010 UUM Sintok

Kedah Darul Aman



## ABSTRACT

The problem of unethical leadership behavior within the state-owned companies in Algeria has cost the country enormous efforts and resources. However, the issue did not receive much attention and remained inadequately studied. Therefore, this study has explored the antecedents of leadership unethical behavior in the Algerian state-owned companies. The study used the state-owned company SONATRACH as a unit of analysis. A mixed methodology was employed to obtain the data. In the qualitative phase, semi-structured in-depth interview was used involving 15 interviewees. On the other hand, the quantitative phase employed the DIT-2 questionnaire. A total number of 200 questionnaires were distributed and the response rate was 33%. The interviews were thematically analyzed and facilitated by the use of ATLAS.ti 8 while the DIT-2 questionnaires were scored by the Center for the Study of Ethical Development, University of Alabama. The qualitative results showed that the antecedents of leadership unethical behavior within the Algerian state-owned companies fall into two major categories. The first one is related to the situational factors that contributed to the prevalence of leadership unethical behavior. The study revealed that these situational antecedents are conducive environment, leadership development, organizational oversight, ineffective recruitment structure, and leaders-followers relationship. The second category of the antecedents of leadership unethical behavior is related to the individual characteristics and values of leaders. These individual antecedents are the lack of ethical awareness, irresponsibility, egocentricity, ignorance, uncontrolled access to organizational resources, and poor leadership skills & qualities. In addition, the quantitative findings disclosed that leaders of the Algerian state-owned companies have low level of moral reasoning. The theoretical implication of this study is that the antecedents of unethical leadership behavior are twofold: situational which are linked to the structural, cultural, and organizational settings and individual, which are related to the character traits of leaders. However, in countries with weak corruption control and fragile institutions; situational antecedents seem to have greater impact on the ethical conduct of leaders. In conclusion, the study proposed a model that can help in understanding the precursors of leadership unethical behavior.

**Keywords:** Leadership, Unethical Leadership, Algeria, State-owned Companies.

## ABSTRAK

Masalah tingkah laku kepimpinan tidak beretika dalam syarikat milik kerajaan di Algeria telah merugikan negara dari segi usaha dan sumber negara. Begitupun, isu ini tidak mendapat banyak perhatian dan masih belum dikaji sepenuhnya. Oleh itu, kajian ini bertujuan untuk meneliti faktor pemangkin kepada masalah tingkah laku kepimpinan tidak beretika dalam syarikat milik kerajaan di Algeria. Kajian ini menggunakan syarikat milik kerajaan iaitu SONATRACH sebagai unit analisis. Pendekatan kaedah campuran digunakan bagi mendapatkan data. Dalam fasa kualitatif, kaedah temu bual mendalam diaplikasikan terhadap 15 orang responden. Manakala bagi fasa kuantitatif borang soal selidik DIT-2 digunakan bagi memperoleh data. Sebanyak 200 borang soal selidik telah diedarkan dan maklum balas yang diperoleh adalah sebanyak 33%. Data temu bual dianalisis secara tematik menggunakan perisian Atlas.ti 8 manakala data soal selidik DIT-2 dianalisis menggunakan skor yang dibangunkan oleh Pusat Pengajian Pembangunan Etika, Universiti Alabama. Dapatan kajian kualitatif menjelaskan bahawa faktor pemangkin kepada masalah tingkah laku kepimpinan tidak beretika terbahagi kepada dua kategori. Kategori pertama adalah berkaitan dengan faktor pemangkin situasi yang meliputi faktor seperti persekitaran yang kondusif, pembangunan kepimpinan, pengawasan organisasi, struktur perekrutan yang kurang berkesan, serta hubungan di antara pemimpin dan pengikut. Kategori kedua adalah berkaitan dengan karakter individu dan nilai pemimpin. Faktor pemangkin individu ini meliputi kekurangan kesedaran mengenai etika, kekurangbertanggungjawaban, egosentris, kekurangpekaan, akses tidak terkawal kepada sumber organisasi, serta kualiti dan kemahiran kepimpinan yang lemah. Manakala dapatan kajian kuantitatif pula menunjukkan bahawa pemimpin syarikat milik kerajaan di Algeria mempunyai nilai moral yang rendah. Implikasi teoretikal dalam kajian ini ialah faktor pemangkin kepada masalah kepimpinan tidak beretika sangat berkaitan di antara dua faktor: situasi, yang berkait rapat dengan struktur, budaya dan penetapan organisasi, serta individu, yang berkait rapat dengan karakter pemimpin itu sendiri. Akan tetapi, bagi negara yang mempunyai kadar kawalan rasuah yang rendah dan institusi yang tidak kukuh, faktor pemangkin situasi memberi impak yang lebih besar terhadap kawalan etika pemimpin. Sebagai kesimpulannya, kajian ini mencadangkan satu model yang boleh membantu dalam memahami punca kepada berlakunya tingkah laku kepimpinan yang tidak beretika

**Kata kunci:** Kepimpinan, Kepimpinan Tidak Beretika, Algeria, Syarikat Milik Kerajaan.



## ACKNOWLEDGEMENT

First and foremost, to Allah Almighty, thank you Allah for giving me strength, mercy and grace that I needed throughout this long journey. Thank you, Lord, for always being there with me.

This thesis would have not been written without constant support, guidance and assistance from various parties. First, my deepest gratitude goes to my supervisors Dr. Ruslan Bin Zainuddin and Dr. Nur Syakiran Akmal Bt. Ismail, for their patience, guidance, and encouragement that they have provided along this journey to complete my thesis. I am deeply indebted for their time, passion, dedication, support and for their constructive views in improving my thesis.

Next, my special thanks to the most important people in my life. Words cannot express how grateful I am to my father, mother and siblings for all the sacrifices that you have made on my behalf. Your prayers for me was what sustained me this far.

Furthermore, I wish to thank my friends, who helped me and cheered me up when I needed it. I would like to thank the respondents of this study as well, without your responses; this study would not have been accomplished. My sincere thanks to the management of Universiti Utara Malaysia who gave me scholarship to complete my doctorate program. It was an important support that gave me the resources and the confidence to complete this work.

My appreciation is not complete without mentioning the man who believed in me when I doubted myself, the man who gave unconditional support, the man who invested his money, time, and efforts; to Assoc. Prof. Badrane Benlahcene.

## DEDICATION

I dedicate this work to my loving mother Hadda and to my beloved father Othman. To my mentor and second father Badrane, to my second mother and loving sister Nadia, to Ammar, Faiza, Hamid, Khalid, and Rayan. Thank you so much for the countless sacrifices to empower me to achieve this dream.

To Dr. Zo, you were always there for me as a brother and a true friend.

To the oppressed people around the world. To those who their dreams were wrecked by war, violence, corruption, and dictatorship in the world, may the light of justice, freedom, and dignity shine again upon all of you.



## TABLE OF CONTENTS

|  |               |
|--|---------------|
| <b>PERMISSION TO USE .....</b>                           | <b>i</b>      |
| <b>ABSTRACT .....</b>                                    | <b>ii</b>     |
| <b>ABSTRAK .....</b>                                     | <b>iii</b>    |
| <b>ACKNOWLEDGEMENT .....</b>                             | <b>iv</b>     |
| <b>DEDICATION .....</b>                                  | <b>v</b>      |
| <b>TABLE OF CONTENTS .....</b>                           | <b>vi</b>     |
| <b>LIST OF TABLES .....</b>                              | <b>x</b>      |
| <b>LIST OF FIGURES .....</b>                             | <b>xi</b>     |
| <b>LIST OF APPENDICES .....</b>                          | <b>xii</b>    |
| <br><b>CHAPTER ONE INTRODUCTION .....</b>                | <br><b>1</b>  |
| 1.1 Introduction .....                                   | 1             |
| 1.2 Background of the Study .....                        | 5             |
| 1.3 Statement of the Problem .....                       | 10            |
| 1.4 Research Questions .....                             | 16            |
| 1.5 Research Objectives .....                            | 17            |
| 1.6 Scope of the Study .....                             | 17            |
| 1.7 Theoretical Framework .....                          | 18            |
| 1.8 Significance of the Study .....                      | 21            |
| 1.9 Structure of the thesis .....                        | 24            |
| 1.10 Operational Definitions .....                       | 24            |
| 1.11 Chapter Summary .....                               | 27            |
| <br><b>CHAPTER TWO LITERATURE REVIEW .....</b>           | <br><b>28</b> |
| 2.1 Introduction .....                                   | 28            |
| 2.2 Leadership .....                                     | 28            |
| 2.3 Ethics .....   | 35            |
| 2.4 Ethical Theories .....                               | 40            |
| 2.4.1 Teleological Theories .....                        | 41            |
| 2.4.2 Deontological theories .....                       | 47            |
| 2.5 The Relationship between Leadership and Ethics ..... | 54            |
| 2.6 Current Perspectives on Unethical Leadership .....   | 60            |

|  |            |
|--|------------|
| 2.7 The Antecedents of Leadership Unethical Behavior .....   | 69         |
| 2.8 Moral Development & Moral Reasoning .....  | 86         |
| 2.9 Chapter Summary .....  | 93         |
| <b>CHAPTER THREE RESEARCH METHODOLOGY .....</b>  | <b>95</b>  |
| 3.1 Introduction .....   | 95         |
| 3.2 Research Design.....   | 95         |
| 3.3 Qualitative & Quantitative Research Designs .....  | 98         |
| 3.4 Population.....  | 100        |
| 3.5 Sampling.....  | 102        |
| 3.6 Data Collection .....  | 104        |
| 3.7 Data Analysis.....   | 106        |
| 3.8 Validity and Reliability .....   | 107        |
| 3.9 Ethical Considerations.....  | 108        |
| 3.10 Chapter Summary .....   | 109        |
| <b>CHAPTER FOUR QUALITATIVE DATA ANALYSIS AND FINDINGS .....</b>   | <b>110</b> |
| 4.1 Introduction .....   | 110        |
| 4.2 Respondents Background .....   | 111        |
| 4.3 Interview Protocols .....  | 113        |
| 4.4 Analysis and Interpretation of the Interviews.....   | 115        |
| 4.5 Theme One: The Situational Antecedents of Leadership Unethical Behavior in the<br>Algerian State-owned Companies ..... | 122        |
| 4.5.1 Conducive Environment.....   | 124        |
| 4.5.2 Leadership Development.....  | 137        |
| 4.5.3 Organizational Oversight.....  | 142        |
| 4.5.4 Ineffective Recruitment Structure .....  | 150        |
| 4.5.5 Leaders-followers Relationship .....   | 155        |
| 4.6 Theme Two: The Individual Antecedents of Leadership Unethical Behavior in the<br>Algerian State-owned Companies.....   | 163        |
| 4.6.1 Lack of Ethical Awareness .....  | 165        |
| 4.6.2 Irresponsibility .....   | 167        |
| 4.6.3 Egocentricity .....  | 169        |

|  |            |
|--|------------|
| 4.6.4 Ignorance .....  | 171        |
| 4.6.5 Uncontrolled Access to Organizational Resources .....  | 173        |
| 4.6.6 Poor Leadership Skills & Qualities .....   | 175        |
| 4.7 Chapter Summary .....  | 178        |
| <br><b>CHAPTER FIVE QUANTITATIVE DATA ANALYSIS AND FINDINGS .....</b>                                    | <b>180</b> |
| 5.1 Introduction .....   | 180        |
| 5.2 Overview of the Process .....  | 180        |
| 5.3 General Findings .....   | 184        |
| 5.4 Chapter Summary .....  | 194        |
| <br><b>CHAPTER SIX DISCUSSION ON FINDINGS .....</b>  | <b>195</b> |
| 6.1 Introduction .....   | 195        |
| 6.2 Discussion .....   | 196        |
| 6.3 Situational Antecedents of Leadership Unethical Behavior in the Algerian State-owned Companies ..... | 197        |
| 6.3.1 Conducive Environment .....  | 199        |
| 6.3.2 Leadership Development .....   | 208        |
| 6.3.3 Organizational Oversight .....   | 213        |
| 6.3.4 Ineffective Recruitment Structure .....  | 220        |
| 6.3.5 Leaders-followers Relationship .....   | 221        |
| 6.4 Individual Antecedents of Leadership Unethical Behavior in the Algerian State-owned Companies .....  | 227        |
| 6.4.1 Lack of Ethical Awareness .....  | 231        |
| 6.4.2 Irresponsibility .....   | 232        |
| 6.4.3 Egocentricity .....  | 234        |
| 6.4.4 Ignorance .....  | 236        |
| 6.4.5 Uncontrolled Access to Organizational Resources .....  | 237        |
| 6.4.6 Poor Leadership Skills & Qualities .....   | 238        |
| 6.5 The General Level of Leaders' Moral Reasoning in the Algerian State-owned Companies .....            | 240        |
| 6.6 Chapter Summary .....  | 246        |

|   |                |
|---|----------------|
| <b>CHAPTER SEVEN CONCLUSION AND RECOMMENDATIONS .....</b> | <b>247</b>     |
| 7.1 Introduction .....                                    | 247            |
| 7.2 Research Contribution.....                            | 247            |
| 7.2.1 Theoretical Contribution.....                       | 248            |
| 7.2.2 Methodological Contribution.....                    | 254            |
| 7.2.3 Implications for Policy and Practice .....          | 254            |
| 7.3 Limitations of the Study .....                        | 257            |
| 7.4 Recommendations for Further Research .....            | 258            |
| 7.5 Conclusion.....                                       | 260            |
| <br><b>REFERENCES .....</b>                               | <br><b>264</b> |
| <b>APPENDICES.....</b>                                    | <b>284</b>     |





## LIST OF TABLES

|  |     |
|--|-----|
| Table 1. 1 Transparency International Corruption Index.....                      | 7   |
| Table 1. 2 Fragile State Index.....  | 8   |
| Table 2. 1 Leadership Definitions from Various Sources.....                      | 30  |
| Table 2. 2 Antecedents of the Different Constructs of Unethical Leadership ..... | 79  |
| Table 3. 1 Research Design summary.....  | 98  |
| Table 4. 1 Demographic Data of the Respondents .....                             | 111 |
| Table 4. 2 Preparation of the Interviews .....                                   | 113 |
| Table 4. 3 Thematic Analysis Phases .....  | 117 |
| Table 4. 4 Summary of Themes and Sub-themes .....                                | 121 |
| Table 5. 1 Demographic and Descriptive Data of the Respondents .....             | 184 |
| Table 5. 2 Various Stages of Moral Reasoning of the Respondents .....            | 187 |
| Table 5. 3 Experimental Indices .....  | 189 |
| Table 5. 4 Developmental Profile.....  | 190 |



## LIST OF FIGURES

|   |     |
|---|-----|
| <i>Figure 1.1</i> Map of Algeria .....  | 9   |
| <i>Figure 1.2</i> Terry L. Price & Ludwig and Longenecker explanation of the ethical failures of leadership.....      | 19  |
| <i>Figure 1.3</i> Kohlberg's Cognitive Moral Development Theory .....   | 20  |
| <i>Figure 3.1</i> Convergent Parallel Mixed Methods Design .....  | 97  |
| <i>Figure 4.1</i> Situational Antecedents of Leadership Unethical Behavior in the Algerian State-Owned Companies..... | 123 |
| <i>Figure 4.2</i> Conducive Environment.....  | 125 |
| <i>Figure 4.3</i> Leadership Development .....  | 138 |
| <i>Figure 4.4</i> Organizational Oversight .....  | 143 |
| <i>Figure 4.5</i> Leaders-Followers Relationship.....   | 157 |
| <i>Figure 4.6</i> Individual Antecedents of Leadership Unethical Behavior in the Algerian State-owned Companies.....  | 164 |



## LIST OF APPENDICES

|   |     |
|---|-----|
| APPENDIX 1 Informed Consent .....             | 284 |
| APPENDIX 2 Interview Guide (English) .....    | 285 |
| APPENDIX 3 Interview Guide (Arabic) .....     | 287 |
| APPENDIX 4 Probing Questions .....            | 289 |
| APPENDIX 5 Data Collection Letter .....       | 290 |
| APPENDIX 6 ATLAS.ti 8 Model .....             | 291 |
| APPENDIX 7 DIT-2 ARABIC VERSION .....         | 292 |
| APPENDIX 8 DIT-2 ENGLISH VERSION .....        | 296 |
| APPENDIX 9 DIT-2 FRENCH VERSION .....         | 301 |
| APPENDIX 10 DIT-2 Scoring Output .....        | 305 |
| APPENDIX 11 SONATRACH Branches .....          | 318 |
| APPENDIX 12 SONATRACH Corporate Profile ..... | 319 |



# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

In the last years, leadership has been an interesting subject for researchers. Several investigations have brought key components to light, helping the understanding of what leadership is and how it functions. Organizational, interpersonal, and personal dimensions of leadership have been investigated to draw conclusions on the functioning of leadership, most often these conclusions look at “the bright side of leadership” (Aravena, 2019). Since its beginning, the field of leadership has been romanticized, stressing on the beneficial effects of leaders on followers and organizations, while mostly overlooking the dark side of leadership. However, the past few years have witnessed a steady progress in the literature focusing on the potentially ugly face of leadership. Growing interest in the dysfunctional features of leadership proposes a major paradigm shift that recognizes the harmful effects that leaders can wield over their followers (Erkutlu & Chafra, 2018).

Traditionally, leadership studies have mainly focused on “good” leadership and have until lately neglected the “bad” or “dark side” of leadership (Furtner, Maran, & Rauthmann, 2017). This is due to the large numbers of unethical behaviors in different

## REFERENCES

- Aasland, M. S., Skogstad, A., Notelaers, G., Nielsen, M. B., & Einarsen, S. (2010). The prevalence of destructive leadership behaviour. *British Journal of management*, 21(2), 438-452.
- Abdolmohammadi, M. J., & Baker, C. R. (2006). Accountants' value preferences and moral reasoning. *Journal of Business Ethics*, 69(1), 11-25.
- Agoun, A. (2016). Corruption has destroyed the Algerian economy *Elbilad*. Retrieved from <http://www.elbilad.net/article/detail?id=51346>
- Aguilera, R. V., & Vadera, A. K. (2008). The dark side of authority: Antecedents, mechanisms, and outcomes of organizational corruption. *Journal of Business Ethics*, 77(4), 431-449.
- Al Shobaki, M. J., Naser, S. S. A., & Ammar, T. M. (2017). The Degree of Administrative Transparency in the Palestinian Higher Educational Institutions. *International Journal of Engineering and Information Systems (IJEAIS)*, 1(2), 15-32.
- Allen, D. G., & Vardaman, J. M. (2017). Recruitment and retention across cultures. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 153-181.
- Allio, R. J. (2012). Leaders and leadership-many theories, but what advice is reliable? *Strategy & Leadership*, 41(1), 4-14.
- Aravena, F. (2019). Destructive leadership behavior: An exploratory study in Chile. *Leadership and Policy in Schools*, 18(1), 83-96.
- Aronson, E. (2001). Integrating leadership styles and ethical perspectives. *Canadian Journal of Administrative Sciences/Revue Canadienne des Sciences de l'Administration*, 18(4), 244-256.
- Aryee, S., Chen, Z. X., Sun, L.-Y., & Debrah, Y. A. (2007). Antecedents and outcomes of abusive supervision: test of a trickle-down model. *Journal of applied psychology*, 92(1), 191.
- Ashforth, B. (1994). Petty tyranny in organizations. *Human relations*, 47(7), 755-778.
- Ashkanasy, N. M., Windsor, C. A., & Treviño, L. K. (2006). Bad apples in bad barrels revisited: Cognitive moral development, just world beliefs, rewards, and ethical decision-making. *Business Ethics Quarterly*, 16(04), 449-473.
- Askew, O. A., Beisler, J. M., & Keel, J. (2015). Current Trends Of Unethical Behavior Within Organizations. *International Journal of Management & Information Systems (IJMIS)*, 19(3), 107-114.
- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual review of psychology*, 60, 421-449.
- Bailey, C. D. (2011). Does the Defining Issues Test measure ethical judgment ability or political position? *The Journal of social psychology*, 151(3), 314-330.

- Bandura, A. (1973). *Aggression: A social learning analysis*: prentice-hall.
- Banks, G. C., Woznyj, H. M., Wesslen, R. S., Frear, K. A., Berka, G., Heggestad, E. D., & Gordon, H. L. (2019). Strategic recruitment across borders: An investigation of multinational enterprises. *Journal of Management*, 45(2), 476-509.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*: Free Press; Collier Macmillan.
- Bass, B. M. (1998). The ethics of transformational leadership. *Ethics, the heart of leadership*, 169-192.
- Bass, B. M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. *The Leadership Quarterly*, 10(2), 181-217.
- Bazerman, M. H., & Gino, F. (2012). Behavioral ethics: Toward a deeper understanding of moral judgment and dishonesty. *Annual Review of Law and Social Science*, 8, 85-104.
- Bazerman, M. H., & Tenbrunsel, A. E. (2011). Ethical breakdowns. *Harvard Business Review*, 89(4), 58-65, 137.
- Bebeau, M., & Thoma, S. (2003). Guide for DIT-2: A guide for using the Defining Issues Test, Version 2 (DIT-2) and the scoring service of the Center for the Study of Ethical Development. *Center for the Study of Ethical Development, Minneapolis, Minnesota*.
- Bebeau, M. J., & Thoma, S. J. (2003). Guide for DIT-2. *Minneapolis: Center for the Study of Ethical Development, University of Minnesota*.
- Begga, C., & Merghit, A. (2014). Attempts to Industrial Reforms in Algeria: Do they fit the Logic of Globalization? *Topics in Middle Eastern and North African Economies*, 16.
- Behi, R., & Nolan, M. (1995). Ethical issues in research. *British Journal of Nursing*, 4(12), 712-716.
- Belle, N., & Cantarelli, P. (2017). What causes unethical behavior? A meta-analysis to set an agenda for public administration research. *Public Administration Review*, 77(3), 327-339.
- Bennett, C. (2015). *What is this thing called Ethics?* : Routledge.
- Bennett J. Tepper, L. S., Hee Man Park. (2017). Abusive Supervision. *Annual Review of Organizational Psychology and Organizational Behavior*. doi: <https://doi.org/10.1146/annurev-orgpsych-041015-062539>
- Bernard, H. R., & Ryan, G. W. (2010). *Analyzing Qualitative Data: Systematic Approaches*: SAGE.
- Bernardi, R. A., Metzger, R. L., Bruno, R. G. S., Hoogkamp, M. A. W., Reyes, L. E., & Barnaby, G. H. (2004). Examining the decision process of students' cheating behavior: An empirical study. *Journal of Business Ethics*, 50(4), 397-414.



- Beu, D. S., & Buckley, M. R. (2004). This is war: How the politically astute achieve crimes of obedience through the use of moral disengagement. *The Leadership Quarterly*, 15(4), 551-568.
- Bhatti, N., Maitlo, G. M., Shaikh, N., Hashmi, M. A., & Shaikh, F. M. (2012). The impact of autocratic and democratic leadership style on job satisfaction. *International Business Research*, 5(2), p192.
- Blair, C. A., Helland, K., & Walton, B. (2017). Leaders behaving badly: The relationship between narcissism and unethical leadership. *Leadership & Organization Development Journal*, 38(2), 333-346.
- Blasi, A. (1980). Bridging moral cognition and moral action: A critical review of the literature. *Psychological bulletin*, 88(1), 1.
- Bolden, R., & Kirk, P. (2009). African leadership surfacing new understandings through leadership development. *International Journal of Cross Cultural Management*, 9(1), 69-86.
- Boss, J. A. (2001). Analyzing moral issues.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Breaugh, J. A. (2013). Employee recruitment. *Annual review of psychology*, 64, 389-416.
- Britannica, T. E. o. E. (2016). Teleological ethics *Encyclopedia Britannica*.
- Broussine, M., & Miller, C. (2005). Leadership, ethical dilemmas and 'good' authority in public service partnership working. *Business Ethics: A European Review*, 14(4), 379-391.
- Brown, M. E., & Mitchell, M. S. (2010). Ethical and unethical leadership: Exploring new avenues for future research. *Business Ethics Quarterly*, 20(04), 583-616.
- Brown, M. E., & Treviño, L. K. (2006). Ethical leadership: A review and future directions. *The Leadership Quarterly*, 17(6), 595-616.
- Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, 97(2), 117-134.
- Brungardt, C. (1997). The making of leaders: A review of the research in leadership development and education. *Journal of Leadership Studies*, 3(3), 81-95.
- Bryman, A., & Bell, E. (2015). *Business research methods*: Oxford University Press, USA.
- Burns, W. A. (2017). A descriptive literature review of harmful leadership styles: Definitions, commonalities, measurements, negative impacts, and ways to improve these harmful leadership styles. *Creighton Journal of Interdisciplinary Leadership*, 3(1), 33-52.
- Burton, J. P., & Hoobler, J. M. (2011). Aggressive reactions to abusive supervision: The role of interactional justice and narcissism. *Scandinavian journal of psychology*, 52(4), 389-398.

- Calder, T. (2007). Against consequentialist theories of virtue and vice. *Utilitas*, 19(02), 201-219.
- Campbell, J.-L., & Göritz, A. S. (2014). Culture corrupts! A qualitative study of organizational culture in corrupt organizations. *Journal of Business Ethics*, 120(3), 291-311.
- Carsten, M. K., & Uhl-Bien, M. (2013). Ethical followership: An examination of followership beliefs and crimes of obedience. *Journal of Leadership & Organizational Studies*, 20(1), 49-61.
- Chandler, D. J. (2009). The perfect storm of leaders' unethical behavior: A conceptual framework. *International Journal of Leadership Studies*, 5(1), 69-93.
- Ciulla, J. B. (1995). Leadership ethics: Mapping the territory. *Business Ethics Quarterly*, 5(01), 5-28.
- Ciulla, J. B. (2004a). Ethics and leadership effectiveness. *The nature of leadership*, 302-327.
- Ciulla, J. B. (2004b). What is Good Leadership?
- Ciulla, J. B. (2005a). Integrating leadership with ethics: Is good leadership contrary to human nature. *Handbook on responsible leadership and governance in global business*, 159-179.
- Ciulla, J. B. (2005b). The state of leadership ethics and the work that lies before us. *Business Ethics: A European Review*, 14(4), 323-335.
- Ciulla, J. B. (2012). Ethics effectiveness: the nature of good leadership.
- Ciulla, J. B. (2018). Verizon Lecture: Why Is It So Difficult to Be an Ethical Leader? *Business and Society Review*, 123(2), 369-383.
- Ciulla, J. B., Riggio, R., & Harvey, M. (2011). Handmaiden and queen: What philosophers find in the question: "what is a leader?". *Leadership studies: The dialogue of disciplines*, 54-65.
- Colby, A., & Kohlberg, L. (1987). *The Measurement of Moral Judgement: Volume 2, Standard Issue Scoring Manual* (Vol. 2): Cambridge university press.
- Colby, A., Kohlberg, L., Speicher, B., Candee, D., Hower, A., Gibbs, J., & Power, C. (1987). *The measurement of moral judgement: Volume 2, Standard issue scoring manual* (Vol. 2): Cambridge university press.
- Conroy, S. J., Emerson, T. L., & Pons, F. (2010). Ethical attitudes of accounting practitioners: Are rank and ethical attitudes related? *Journal of Business Ethics*, 91(2), 183-194.
- Cornelius, N., Wallace, J., & Tassabehji, R. (2007). An analysis of corporate social responsibility, corporate identity and ethics teaching in business schools. *Journal of Business Ethics*, 76(1), 117-135.
- Crane, A., & Matten, D. (2011). *Business ethics: Managing corporate citizenship and sustainability in the age of globalization*. Oxford: Oxford University Press.

- Crawford, J., Dawkins, S., Martin, A., & Lewis, G. (2017). Understanding the organizational climate of unethical leadership in the Australian Football League. *Journal of Leadership Studies*, 11(2), 52-54.
- Creswell, J. (2003). Research design: qualitative, quantitative, and mixed methods approaches.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative*. Boylston Street, Boston, US: Pearson Education, Inc.
- Creswell, J. W. (2013a). *Qualitative inquiry and research design: Choosing among five approaches*: Sage.
- Creswell, J. W. (2013b). *Research design: Qualitative, quantitative, and mixed methods approaches*: Sage publications.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*: Sage publications.
- Dandira, M. (2012). Dysfunctional leadership: organizational cancer. *Business Strategy Series*, 13(4), 187-192.
- Daniel T.L. Shek, P. C. a. D. D. (2018). The Dark Side of Service Leaders *Dark Sides of Organizational Behavior and Leadership*: IntechOpen.
- Day, D. V. (2000). Leadership development:: A review in context. *The Leadership Quarterly*, 11(4), 581-613.
- Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. *The Leadership Quarterly*, 25(1), 63-82.
- De Cremer, D., & Vandekerckhove, W. (2017). Managing unethical behavior in organizations: The need for a behavioral business ethics approach. *Journal of Management & Organization*, 23(3), 437-455.
- De Hoogh, A. H., & Den Hartog, D. N. (2008). Ethical and despotic leadership, relationships with leader's social responsibility, top management team effectiveness and subordinates' optimism: A multi-method study. *The Leadership Quarterly*, 19(3), 297-311.
- De Wolde, A., Groenendaal, J., Helsloot, I., & Schmidt, A. (2014). An Explorative Study on the Connection between Ethical Leadership, Prototypicality and Organizational Misbehavior in a Dutch Fire Service.
- Debeljak, J., Krkac, K., & Ragab Rizk, R. (2008). Back to basics: an Islamic perspective on business and work ethics. *Social Responsibility Journal*, 4(1/2), 246-254.
- DeHart-Davis, L., Davis, R. S., & Mohr, Z. (2014). Green tape and job satisfaction: Can organizational rules make employees happy? *Journal of Public Administration Research and Theory*, 25(3), 849-876.
- DeRue, D. S., & Ashford, S. J. (2010). Who will lead and who will follow? A social process of leadership identity construction in organizations. *Academy of Management Review*, 35(4), 627-647.

- Development, C. f. t. S. o. E. (2017). DIT-2: Center for the Study of Ethical Development
- Doyle, E., Frecknall-Hughes, J., & Summers, B. (2009). Research methods in taxation ethics: Developing the Defining Issues Test (DIT) for a tax-specific scenario. *Journal of Business Ethics*, 88(1), 35-52.
- Doyle, E., Hughes, J. F., & Summers, B. (2013). An empirical analysis of the ethical reasoning of tax practitioners. *Journal of Business Ethics*, 114(2), 325-339.
- Duffy, M. K., Ganster, D. C., & Pagon, M. (2002). Social undermining in the workplace. *Academy of management Journal*, 45(2), 331-351.
- Dukerich, J. M., Nichols, M. L., Elm, D. R., & Vollrath, D. A. (1990). Moral reasoning in groups: Leaders make a difference. *Human relations*, 43(5), 473-493.
- Einarsen, S., Aasland, M. S., & Skogstad, A. (2007). Destructive leadership behaviour: A definition and conceptual model. *The Leadership Quarterly*, 18(3), 207-216.
- Eisenbeiß, S. A., & Brodbeck, F. (2014). Ethical and unethical leadership: A cross-cultural and cross-sectoral analysis. *Journal of Business Ethics*, 122(2), 343-359.
- Eisenbeiß, S. A., & Giessner, S. R. (2012). The emergence and maintenance of ethical leadership in organizations. *Journal of Personnel Psychology*.
- Ekwoaba, J. O., Ikeije, U. U., & Ufoma, N. (2015). The Impact of Recruitment and Selection Criteria on Organizational Performance. *Global Journal of Human Resource Management*, 3(6), 22-33.
- Elm, D. R., & Weber, J. (1994). Measuring moral judgment: The moral judgment interview or the defining issues test? *Journal of Business Ethics*, 13(5), 341-355.
- Erickson, A., Shaw, J. B., & Agabe, Z. (2007). An empirical investigation of the antecedents, behaviors, and outcomes of bad leadership. *Journal of leadership studies*, 1(3), 26-43.
- Erkutlu, H., & Chafra, J. (2018). Despotism leadership and organizational deviance. *Journal of Strategy and Management*.
- Eubanks, D. L., Brown, A. D., & Ybema, S. (2012). Introduction: Leadership, Identity, and Ethics. *Journal of Business Ethics*, 107, 1-3.
- Felix, C. O., Ahmad, A. H. B., & Arshad, R. B. (2016). Examining Ethical Reasoning and Transformational Leadership Style in Nigeria Public Sector. *SAGE Open*, 6(2), 2158244016635256.
- Flamholtz, E. (1996). Effective organizational control: a framework, applications, and implications. *European Management Journal*, 14(6), 596-611.
- Fleming, D. M., Lightner, S. M., & Romanus, R. N. (2009). The effect of professional context on accounting students' moral reasoning. *Issues in Accounting Education*, 24(1), 13-30.

- Ford, J. B., LaTour, M. S., Vitell, S. J., & French, W. A. (1997). Moral judgment and market negotiations: A comparison of Chinese and American managers. *Journal of International Marketing*, 57-76.
- Forte, A. (2004). Business ethics: A study of the moral reasoning of selected business managers and the influence of organizational ethical climate. *Journal of Business Ethics*, 51(2), 167-173.
- Forum, W. E. (2018). The Global Competitiveness Report Geneva.
- Frankena, W. K. (1973). *Ethics*. Englewood Cliffs NJ: Prentice-Hall Inc.
- Fung, B. (2014). The demand and need for transparency and disclosure in corporate governance. *Universal Journal of Management*, 2(2), 72-80.
- Fuqua, D. R., & Newman, J. L. (2006). Moral and ethical issues in human systems. *Consulting Psychology Journal: Practice and Research*, 58(4), 206.
- Furtner, M. R., Maran, T., & Rauthmann, J. F. (2017). Dark leadership: The role of leaders' dark triad personality traits *Leader development deconstructed* (pp. 75-99): Springer.
- Garoupa, N. (2007). Optimal law enforcement and criminal organization. *Journal of Economic Behavior & Organization*, 63(3), 461-474.
- Ge, L., & Thomas, S. (2008). A cross-cultural comparison of the deliberative reasoning of Canadian and Chinese accounting students. *Journal of Business Ethics*, 82(1), 189-211.
- Gensler, H. J. (2011). *Ethics: A contemporary introduction*: Routledge.
- Gino, F. (2015). Understanding ordinary unethical behavior: Why people who value morality act immorally. *Current opinion in behavioral sciences*, 3, 107-111.
- Giurge, L. M., van Dijke, M., Zheng, M. X., & De Cremer, D. (2019). Does power corrupt the mind? The influence of power on moral reasoning and self-interested behavior. *The Leadership Quarterly*.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The qualitative report*, 8(4), 597-606.
- Grbich, C. (2007). *Qualitative data analysis: An introduction*. UK: Sage.
- Greenbaum, R. L. (2009). *An examination of an antecedent and consequences of supervisor morally questionable expediency*: ProQuest.
- Greenleaf, R. K. (1977). *Servant leadership*: New York: Paulist Press.
- Greer, J. L., Searby, L. J., & Thoma, S. J. (2015). Arrested Development? Comparing Educational Leadership Students With National Norms on Moral Reasoning. *Educational Administration Quarterly*, 51(4), 511-542.
- Gregory, W. T., & Giancola, D. (2003). *World Ethics*: Wadsworth/Thomson Learning.
- Grossman, R., & Salas, E. (2011). The transfer of training: what really matters. *International Journal of Training and Development*, 15(2), 103-120.

- Group, I. C. (2019). Breaking Algeria's Economic Paralysis: Middle East and North Africa Report N°192.
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field methods*, 18(1), 59-82.
- Gyekye, K. (1996). *African cultural values: An introduction*: Sankofa Publishing Company.
- Hadjadj, D. (2007). Algeria: A Future Hijacked by Corruption: PERSPECTIVE. *Mediterranean Politics*, 12(2), 263-277.
- Harris, K. J., Kacmar, K. M., & Zivnuska, S. (2007). An investigation of abusive supervision as a predictor of performance and the meaning of work as a moderator of the relationship. *The Leadership Quarterly*, 18(3), 252-263.
- Hartley, J., & Hinksman, B. (2003). Leadership development: A systematic review of the literature. *London: NHS Leadership Centre*.
- Hassan, S., Wright, B. E., & Yukl, G. (2014). Does ethical leadership matter in government? Effects on organizational commitment, absenteeism, and willingness to report ethical problems. *Public Administration Review*, 74(3), 333-343.
- Helms, M. M., & Hutchins, B. A. (1992). Poor quality products: is their production unethical? *Management decision*, 30(5).
- Herington, C., & Weaven, S. (2007). Does marketing attract less ethical students? An assessment of the moral reasoning ability of undergraduate marketing students. *Journal of Marketing Education*, 29(2), 154-163.
- Ho, Y.-H., & Lin, C.-Y. (2011). Ethical decision making of accounting students: a cross-cultural comparative study. *International Journal of Business Governance and Ethics*, 6(3), 294-309.
- Ho, Y.-H., & Lin, C.-Y. (2016). The moral judgment relationship between leaders and followers: A comparative study across the Taiwan Strait. *Journal of Business Ethics*, 134(2), 299-310.
- Hogan, R., Curphy, G. J., & Hogan, J. (1994). What we know about leadership: Effectiveness and personality. *American psychologist*, 49(6), 493.
- Holloway, I., & Todres, L. (2003). The status of method: flexibility, consistency and coherence. *Qualitative research*, 3(3), 345-357.
- House, F. (2019). Freedom In The World Washington D.C USA: Freedom house.
- House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies*: Sage publications.
- Hoyt, C. L., Price, T. L., & Emrick, A. E. (2010). Leadership and the more-important-than-average effect: Overestimation of group goals and the justification of unethical behavior. *Leadership*, 6(4), 391-407.
- Hoyt, C. L., Price, T. L., & Poatsy, L. (2013). The social role theory of unethical leadership. *The Leadership Quarterly*, 24(5), 712-723.



- Hunt, S. D., & Vitell, S. (1986). A general theory of marketing ethics. *Journal of macromarketing*, 6(1), 5-16.
- Integrity, G. (2017). Algeria Corruption Report *Business Anti-corruption Portal*.
- Integrity, G. (2019). Africa Integrity Indicators – Country Findings. Washington, DC 20005.
- Jeroen Stouten, M. v. D., and David De Cremer (2012). Ethical Leadership: An Overview and Future Perspectives. *Journal of Personnel Psychology*, 11(1):1–6. doi: 10.1027/1866-5888/a000059
- Jewe, R. D. (2008). Do business ethics courses work? The effectiveness of business ethics education: An empirical study. *Journal of Global Business Issues*, 2.
- Joanne B. Ciulla, M. U.-B. a. P. H. W. (2013). *Leadership Ethics: Theoretical Aspects of Leadership Ethics* (Vol. 1). Los Angeles: Sage Publications.
- Johnson, C. E. (2014). Why “good” followers go “bad”: The power of moral disengagement.
- Johnson, R. E., Venus, M., Lanaj, K., Mao, C., & Chang, C.-H. (2012). Leader identity as an antecedent of the frequency and consistency of transformational, consideration, and abusive leadership behaviors. *Journal of Applied Psychology*, 97(6), 1262.
- Jordan, J., Brown, M. E., Treviño, L. K., & Finkelstein, S. (2013a). Someone to look up to executive–follower ethical reasoning and perceptions of ethical leadership. *Journal of Management*, 39(3), 660-683.
- Jordan, J., Brown, M. E., Treviño, L. K., & Finkelstein, S. (2013b). Someone to look up to: Executive–follower ethical reasoning and perceptions of ethical leadership. *Journal of Management*, 39(3), 660-683.
- Jose, O. (2013). Stages of Moral Reasoning among University Students in Papua New Guinea. *Journal of Human Values*, 19(1), 55-64.
- Jurkiewicz, C. L., & Giacalone, R. A. (2016). How will We know it when We see it? Conceptualizing the Ethical Organization. *Public Organization Review*, 16(3), 409-420.
- Justine, C., & Agbodike, F. (2015). RECRUITMENT POLICIES IN THE NIGERIAN FEDERAL CIVIL SERVICE AND THEIR IMPLICATIONS ON EMPLOYEES' PERFORMANCE. *Kuwait Chapter of the Arabian Journal of Business and Management Review*, 5(3), 34.
- Kacmar, K. M., Bachrach, D. G., Harris, K. J., & Zivnuska, S. (2011). Fostering good citizenship through ethical leadership: exploring the moderating role of gender and organizational politics. *Journal of Applied Psychology*, 96(3), 633.
- Kaiser, R. B., & Hogan, R. (2010). How to (and how not to) assess the integrity of managers. *Consulting Psychology Journal: Practice and Research*, 62(4), 216.
- Kang, M., Wu, X., Hong, P., Park, K., & Park, Y. (2014). The role of organizational control in outsourcing practices: An empirical study. *Journal of Purchasing and Supply Management*, 20(3), 177-185.

- Kanungo, R. N., & Mendonca, M. (1996). *Ethical dimensions of leadership* (Vol. 3): Sage Publications.
- Kanungo, R. N., & Mendonca, M. (2001). Ethical leadership and governance in organizations: A preamble. *Canadian Journal of Administrative Sciences*, 18(4), 241.
- Kaplan, L. E. (2006). Moral reasoning of MSW social workers and the influence of education. *Journal of Social Work Education*, 507-522.
- Kaptein, M. (2011). Understanding unethical behavior by unraveling ethical culture. *Human relations*, 64(6), 843-869.
- Karp, T. (2018). We Are Asking the Wrong Question about Leadership: The Case for 'Good-Enough' Leadership. *Dark Sides of Organizational Behavior and Leadership*: IntechOpen.
- Kate Nwadiogwa Nnabuife, E. (2010). Defining and enforcing ethical leadership in Nigeria. *African Journal of Economic and Management Studies*, 1(1), 25-41.
- Kelloway, E. K., Sivanathan, N., Francis, L., & Barling, J. (2005). Poor leadership. *Handbook of work stress*, 89-112.
- Keyton, J. (2015). *Communication Research: Asking Questions, Finding Answers* (Fourth Edition ed.): McGraw-Hill Education.
- Kish-Gephart, J. J., Harrison, D. A., & Treviño, L. K. (2010). Bad apples, bad cases, and bad barrels: Meta-analytic evidence about sources of unethical decisions at work. *Journal of applied psychology*, 95(1), 1.
- Knoll, M., Lord, R. G., Petersen, L. E., & Weigelt, O. (2016). Examining the moral grey zone: The role of moral disengagement, authenticity, and situational strength in predicting unethical managerial behavior. *Journal of Applied Social Psychology*, 46(1), 65-78.
- Knoll, M., Schyns, B., & Petersen, L.-E. (2017). How the Influence of Unethical Leaders on Followers Is Affected by Their Implicit Followership Theories. *Journal of Leadership & Organizational Studies*, 24(4), 450-465.
- Kohlberg, L. (1973). *Collected papers on moral development and moral education*: Harvard University, Center for Moral Education.
- Kohlberg, L. (1976). Moral stages and moralization: The cognitive-developmental approach. *Moral development and behavior: Theory, research, and social issues*, 31-53.
- Kort, E. D. (2008). What, after all, is leadership? 'Leadership' and plural action. *The Leadership Quarterly*, 19(4), 409-425.
- Krasikova, D., Green, S., & LeBreton, J. (2013). Refining and extending our understanding of destructive leadership. *Journal of Management*, 39, 1308-1338.
- Krasikova, D. V., Green, S. G., & LeBreton, J. M. (2013). Destructive leadership: A theoretical review, integration, and future research agenda. *Journal of Management*, 39(5), 1308-1338.

- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.
- Kvalnes, Ø. (2014). Leadership and moral neutralisation. *Leadership*, 1742715013504426.
- Lacerenza, C. N., Reyes, D. L., Marlow, S. L., Joseph, D. L., & Salas, E. (2017). Leadership training design, delivery, and implementation: A meta-analysis. *Journal of applied psychology*, 102(12), 1686.
- Lan, G., Gowing, M., McMahon, S., Rieger, F., & King, N. (2008). A study of the relationship between personal values and moral reasoning of undergraduate business students. *Journal of Business Ethics*, 78(1-2), 121-139.
- Lan, G., Gowing, M., Rieger, F., McMahon, S., & King, N. (2010). Values, value types and moral reasoning of MBA students. *Business Ethics: A European Review*, 19(2), 183-198.
- Lašáková, A., & Remišová, A. (2015). Unethical Leadership: Current Theoretical Trends and Conceptualization. *Procedia Economics and Finance*, 34, 319-328.
- Lašáková, A., & Remišová, A. (2017). On Organisational Factors that Elicit Managerial Unethical Decision-Making. *Ekonomicky Casopis*, 65(4), 334.
- Leedy, P. D., & Ormrod, J. E. (2010). Practical Research.
- Levine, M. P., & Boaks, J. (2014). What Does Ethics Have to do with Leadership? *Journal of Business Ethics*, 124(2), 225-242.
- Lian, H., Huai, M., Farh, L. J., Huang, J., & Chao, M. M. C. (2016). *Leader Unethical Pro-organizational Behavior and Employee Unethical Conduct: A Moral Disengagement Perspective*. Paper presented at the 76th Annual Meeting of the Academy of Management, AOM 2016.
- Lies, J. M., Bock, T., Brandenberger, J., & Trozzolo, T. A. (2012). The effects of off-campus service learning on the moral reasoning of college students. *Journal of Moral Education*, 41(2), 189-199.
- Lipman-Blumen, J. (2005). The allure of toxic leaders: Why followers rarely escape their clutches. *Ivey Business Journal*, 69(3), 1-40.
- Lipman-Blumen, J. (2010). Toxic leadership: a conceptual framework. *Handbook of Top Management Teams*, 214-220.
- Liu, H. (2015). Reimagining ethical leadership as a relational, contextual and political practice. *Leadership*, 1742715015593414.
- Liu, J., Zhao, X., & Li, Y. (2016). Exploring the factors inducing contractors' unethical behavior: Case of China. *Journal of Professional Issues in Engineering Education and Practice*, 143(3), 04016023.
- Looney, R. (2016). does Algeria Still Have Time to Turn It Around? , from <http://foreignpolicy.com/2016/09/23/does-algeria-still-have-time-to-turn-it-around-bouteflika/>

- Lord, R. G., & Dinh, J. E. (2014). What have we learned that is critical in understanding leadership perceptions and leader-performance relations? *Industrial and Organizational Psychology*, 7(2), 158-177.
- Ludwig, D. C., & Longenecker, C. O. (1993). The Bathsheba syndrome: The ethical failure of successful leaders. *Journal of Business Ethics*, 12(4), 265-273.
- Luthar, H. K., & Karri, R. (2005). Exposure to ethics education and the perception of linkage between organizational ethical behavior and business outcomes. *Journal of Business Ethics*, 61(4), 353-368.
- Maak, T. (2007). Responsible leadership, stakeholder engagement, and the emergence of social capital. *Journal of Business Ethics*, 74(4), 329-343.
- Maak, T., & Pless, N. M. (2006). Responsible leadership in a stakeholder society—a relational perspective. *Journal of Business Ethics*, 66(1), 99-115.
- Maner, J. K., & Mead, N. L. (2010). The essential tension between leadership and power: When leaders sacrifice group goals for the sake of self-interest. *Journal of personality and social psychology*, 99(3), 482.
- Marwane, A. (2018). Fighting Corruption in Algeria: Turning Words into Action. from <https://www.washingtoninstitute.org/fikraforum/view/fighting-corruption-in-algeria-turning-words-into-action>
- Mathieu, C., Neumann, C. S., Hare, R. D., & Babiak, P. (2014). A dark side of leadership: Corporate psychopathy and its influence on employee well-being and job satisfaction. *Personality and Individual Differences*, 59, 83-88.
- Mayer, D. M., Aquino, K., Greenbaum, R. L., & Kuenzi, M. (2012). Who displays ethical leadership, and why does it matter? An examination of antecedents and consequences of ethical leadership. *Academy of Management Journal*, 55(1), 151-171.
- McAlearney, A. S. (2006). Leadership development in healthcare: a qualitative study. *Journal of Organizational Behavior*, 27(7), 967-982.
- McLeod-Sordjan, R. (2014). Evaluating moral reasoning in nursing education. *Nursing ethics*, 21(4), 473-483.
- Meindl, J. R., Ehrlich, S. B., & Dukerich, J. M. (1985). The romance of leadership. *Administrative science quarterly*, 78-102.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*: Sage.
- Mitchell, M. S., & Ambrose, M. L. (2007). Abusive supervision and workplace deviance and the moderating effects of negative reciprocity beliefs. *Journal of applied psychology*, 92(4), 1159.
- Mitonga-Monga, J., Flotman, A.-P., & Cilliers, F. (2016). Workplace ethics culture and work engagement: The mediating effect of ethical leadership in a developing world context. *Journal of Psychology in Africa*, 26(4), 326-333.
- Mizzoni, J. (2013). Ethics: The Basics.

- Mohd Ghazali, N. A. (2015). The influence of a business ethics course on ethical judgments of Malaysian accountants. *Journal of Asia Business Studies*, 9(2), 147-161.
- Molthan-Hill, P. (2014). The moral muteness of managers: an Anglo-American phenomenon? German and British managers and their moral reasoning about environmental sustainability in business. *International Journal of Cross Cultural Management*, 14(3), 289-305.
- Monga, M. (2007). Managers' moral reasoning: Evidence from large Indian manufacturing organisations. *Journal of Business Ethics*, 71(2), 179-194.
- Moore, C., Detert, J. R., Klebe Treviño, L., Baker, V. L., & Mayer, D. M. (2012). Why employees do bad things: Moral disengagement and unethical organizational behavior. *Personnel Psychology*, 65(1), 1-48.
- Moore, G. E., & Baldwin, T. (1993). *Principia ethica*: Cambridge University Press.
- Morrison, E. W. (1994). Role definitions and organizational citizenship behavior: The importance of the employee's perspective. *Academy of management journal*, 37(6), 1543-1567.
- Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International journal of qualitative methods*, 1(2), 13-22.
- Mudrack, P. E. (2003). The untapped relevance of moral development theory in the study of business ethics. *Journal of Business Ethics*, 42(3), 225-236.
- Mudrack, P. E., & Mason, E. S. (2016). Moral Reasoning and Its Connections With Machiavellianism and Authoritarianism: The Critical Roles of Index Choice and Utilization. *Business & Society*, 0007650316681556.
- Nicolaou, A. I., & McKnight, D. H. (2006). Perceived information quality in data exchanges: Effects on risk, trust, and intention to use. *Information systems research*, 17(4), 332-351.
- Norman, R. (1983). *The moral philosophers: An introduction to ethics*. UK: Clarendon Press Oxford
- O'Fallon, M. J., & Butterfield, K. D. (2005). A review of the empirical ethical decision-making literature: 1996–2003. *Journal of Business Ethics*, 59(4), 375-413.
- Okeke-Uzodike, O., & Subban, M. (2015). Public sector recruitment policies: efficiency, effectiveness and consequences. *Problems and Perspectives in Management*, 13(1), 26-34.
- Olivier, A. (2012). How ethical is leadership? *Leadership*, 8(1), 67-84.
- Oplatka, I. (2016). "Irresponsible Leadership" and Unethical Practices in Schools: A Conceptual Framework of the "Dark Side" of Educational Leadership *The Dark Side of Leadership: Identifying and Overcoming Unethical Practice in Organizations* (pp. 1-18): Emerald Group Publishing Limited.

- Osrecki, F. (2015). Fighting corruption with transparent organizations: Anti-corruption and functional deviance in organizational behavior. *Ephemera*, 15(2), 337.
- Padilla, A., Hogan, R., & Kaiser, R. B. (2007). The toxic triangle: Destructive leaders, susceptible followers, and conducive environments. *The Leadership Quarterly*, 18(3), 176-194.
- Palmgren, H. (2010). *Leadership in a small enterprise*. Aalto University.
- Park, M., Kjervik, D., Crandell, J., & Oermann, M. H. (2012). The relationship of ethics education to moral sensitivity and moral reasoning skills of nursing students. *Nursing ethics*, 19(4), 568-580.
- Paterson, T. A., & Huang, L. (2018). Am I expected to be ethical? A role-definition perspective of ethical leadership and unethical behavior. *Journal of Management*, 0149206318771166.
- Pelletier, K. L. (2010). Leader toxicity: An empirical investigation of toxic behavior and rhetoric. *Leadership*, 6(4), 373-389.
- Peterson, D. K. (2002). Deviant workplace behavior and the organization's ethical climate. *Journal of business and psychology*, 17(1), 47-61.
- Peus, C., Kerschreiter, R., Frey, D., & Traut-Mattausch, E. (2015). What is the Value? *Zeitschrift für Psychologie/Journal of Psychology*.
- Platow, M. J., Haslam, S. A., Reicher, S. D., & Steffens, N. K. (2015). There is no leadership if no-one follows: Why leadership is necessarily a group process. *International Coaching Psychology Review*, 10(1), 20-37.
- Price, T. (2006). *Understanding ethical failures in leadership*: Cambridge University Press.
- Price, T. L. (2000). Explaining ethical failures of leadership. *Leadership & Organization Development Journal*, 21(4), 177-184.
- Punch, K. F. (2013). *Introduction to social research: Quantitative and qualitative approaches*: Sage.
- Rachels, J., & Rachels, S. (2003). *The right thing to do: Basic readings in moral philosophy*: McGraw-Hill.
- Rallapalli, K., Vitell, S., & Barnes, J. (1998). The influence of norms on ethical judgments and intentions: An empirical study of marketing professionals. *Journal of Business Research*, 43(3), 157-168.
- Ramadan, T. (2010). *The quest for meaning: developing a philosophy of pluralism*: Penguin Uk.
- Raphael, D. D. (1994). *Moral philosophy*.
- Reed, G. E. (2012). Leading questions: Leadership, ethics, and administrative evil. *Leadership*, 8(2), 187-198.
- Regan, D. (1980). *Utilitarianism and Cooperation* Clarendon Press: Oxford.



- Rest, J., Narvaez, D., Bebeau, M., & Thoma, S. (1999). A neo-Kohlbergian approach: The DIT and schema theory. *Educational Psychology Review*, 11(4), 291-324.
- Rest, J. R. (1994). *Moral development in the professions: Psychology and applied ethics*: Psychology Press.
- Rest, J. R., Bebeau, M. J., & Thoma, S. J. (1999). *Postconventional moral thinking: A neo-Kohlbergian approach*: Psychology Press.
- Rest, J. R., Narvaez, D., Thoma, S. J., & Bebeau, M. J. (1999). DIT2: Devising and testing a revised instrument of moral judgment. *Journal of educational psychology*, 91(4), 644.
- Richards, K. A. R., & Hemphill, M. A. (2017). A practical guide to collaborative qualitative data analysis. *Journal of Teaching in Physical Education*, 1-20.
- Riggio, R. (2015). *Introduction to industrial and organizational psychology*: Routledge.
- Riggio, R. E., Chaleff, I., & Lipman-Blumen, J. (2008). *The art of followership: How great followers create great leaders and organizations* (Vol. 146): John Wiley & Sons.
- Ritchie, J., Lewis, J., McNaughton Nicholls, C., & Ormston, R. (2014). *Qualitative research practice: a guide for social science students and researchers*. UK: Sage Publications Ltd.
- Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (2013). *Qualitative research practice: A guide for social science students and researchers*: sage.
- Rizzo, A.-M., & Swisher, L. L. (2004). Comparing the Stewart–Sprinthall Management Survey and the Defining Issues Test-2 as Measures of Moral Reasoning in Public Administration. *Journal of Public Administration Research and Theory*, 14(3), 335-348.
- Roberts, J. A., & Wasieleski, D. M. (2012). Moral reasoning in computer-based task environments: Exploring the interplay between cognitive and technological factors on individuals' propensity to break rules. *Journal of Business Ethics*, 110(3), 355-376.
- Ross, P. (2003). The Use of Computer Assisted Qualitative Data Analysis Software (CAQDAS) in Employment Relations Research: A Case Study of the Australian and New Zealand Telecommunications Sectors. *International Employment Relations Review*, 9(2), 129.
- Russell, R. F. (2001). The role of values in servant leadership. *Leadership & Organization Development Journal*, 22(2), 76-84.
- Schaubroeck, J., Walumbwa, F. O., Ganster, D. C., & Kepes, S. (2007). Destructive leader traits and the neutralizing influence of an "enriched" job. *The Leadership Quarterly*, 18(3), 236-251.
- Schilling, J. (2009). From ineffectiveness to destruction: A qualitative study on the meaning of negative leadership. *Leadership*, 5(1), 102-128.

- Schminke, M., Ambrose, M. L., & Neubaum, D. O. (2005). The effect of leader moral development on ethical climate and employee attitudes. *Organizational Behavior and Human Decision Processes*, 97(2), 135-151.
- Schnackenberg, A. K., & Tomlinson, E. C. (2016). Organizational transparency: A new perspective on managing trust in organization-stakeholder relationships. *Journal of Management*, 42(7), 1784-1810.
- Schweitzer, M. E., ORDÓÑEZ, L., & Douma, B. (2002). *THE DARK SIDE OF GOAL SETTING: THE ROLE OF GOALS IN MOTIVATING UNETHICAL DECISION MAKING*. Paper presented at the Academy of Management Proceedings.
- Sekaran, U., & Bougie, R. (2003). *Research Methods for Business, A Skill Building Approach*. USA: John Wiley & Sons: Inc.
- Sekaran, U., & Bougie, R. (2010). *Research Method for Business, A Skill Building Approach*. John Wiley & Sons Inc: Singapore.
- Shabafrouz, M. (2010). Fuel for conflict or balm for peace? Assessing the effects of hydrocarbons on peace efforts in Algeria.
- Shafer-Landau, R. (2012). *Ethical theory: an anthology* (Vol. 13): John Wiley & Sons.
- Shamir, B. (2007). From passive recipients to active co-producers: Followers' roles in the leadership process. *Follower-centered perspectives on leadership: A tribute to the memory of James R. Meindl*, 9-39.
- Shaw, B., & Post, F. R. (1993). A moral basis for corporate philanthropy. *Journal of Business Ethics*, 12(10), 745-751.
- Sheer, V. C., Liu, S., & Huang, L. (2018). Ethical leadership. *Journal of Asian Pacific Communication*, 28(1), 20-40.
- Sher, G. (2012). *Ethics: essential readings in moral theory*: Routledge.
- Sims, R. R., & Brinkman, J. (2002). Leaders as moral role models: The case of John Gutfreund at Salomon Brothers. *Journal of Business Ethics*, 35(4), 327-339.
- Sivanathan, N., & Cynthia Fekken, G. (2002). Emotional intelligence, moral reasoning and transformational leadership. *Leadership & Organization Development Journal*, 23(4), 198-204.
- Son Hing, L. S., Bobocel, D. R., Zanna, M. P., & McBride, M. V. (2007). Authoritarian dynamics and unethical decision making: high social dominance orientation leaders and high right-wing authoritarianism followers. *Journal of personality and social psychology*, 92(1), 67.
- Sosik, J. J., & Godshalk, V. M. (2000). Leadership styles, mentoring functions received, and job-related stress: a conceptual model and preliminary study. *Journal of organizational behavior*, 21(4), 365-390.
- Sosik, J. J., Juzbasich, J., & Chun, J. U. (2011). Effects of moral reasoning and management level on ratings of charismatic leadership, in-role and extra-role performance of managers: A multi-source examination. *The Leadership Quarterly*, 22(2), 434-450.

- Steele, J. P. (2011). Antecedents and consequences of toxic leadership in the US Army: A two year review and recommended solutions: CENTER FOR ARMY LEADERSHIP FORT LEAVENWORTH KS.
- Steele, N. L., & Branson, L. (2014). A CALCULATED MORALITY: DEVELOPMENT AND VALIDATION OF A BUSINESS SPECIFIC TEST OF MORAL REASONING. *International Journal of Business & Public Administration*, 11(2).
- Stephen J. Thoma, Y. D. (2014). The defining issues test of moral judgment development. *BEHAVIORAL DEVELOPMENT BULLETIN*, 19(3), 55-61.
- Stewart, D. W., Sprinthall, N. A., & Kem, J. D. (2002). Moral reasoning in the context of reform: A study of Russian officials. *Public Administration Review*, 62(3), 282-297.
- Stewart, N. (2009). *Ethics: Polity*.
- Stodgill, R. M. (1974). *Handbook of Leadership: Survey of Theory and Research*. New York, NY.: The Free Press.
- Strachan, A. (2018). The criminal justice system and stability in Algeria.
- Swanson, D. L., & Fisher, D. G. (2009). Business ethics education: If we don't know where we're going, any road will take us there. *Decision Line*, 11.
- Tavanti, M. (2011). Managing toxic leaders: Dysfunctional patterns in organizational leadership and how to deal with them. *Human Resource Management*, 2011, 127-136.
- Teal, E. J., & Carroll, A. B. (1999). Moral reasoning skills: are entrepreneurs different? *Journal of Business Ethics*, 19(3), 229-240.
- Temple, O. E. (2012). Metaphysical challenges of ethical leadership in Africa. *Leadership*, 8(1), 47-65.
- Tepper, B. J. (2000). Consequences of abusive supervision. *Academy of management journal*, 43(2), 178-190.
- Tepper, B. J. (2007). Abusive supervision in work organizations: Review, synthesis, and research agenda. *Journal of Management*, 33(3), 261-289.
- Thomas, J., & Harden, A. (2008). Methods for the thematic synthesis of qualitative research in systematic reviews. *BMC medical research methodology*, 8(1), 45.
- Thoms, J. C. (2008). Ethical integrity in leadership and organizational moral culture. *Leadership*, 4(4), 419-442.
- Thoroughgood, C. N., Padilla, A., Hunter, S. T., & Tate, B. W. (2012). The susceptible circle: A taxonomy of followers associated with destructive leadership. *The Leadership Quarterly*, 23(5), 897-917.
- Thoroughgood, C. N., Sawyer, K. B., Padilla, A., & Lunsford, L. (2018). Destructive leadership: A critique of leader-centric perspectives and toward a more holistic definition. *Journal of Business Ethics*, 151(3), 627-649.
- Tian, S. (2013). Ethical Leadership: Need for Cross-Cultural Examinations.

- Ticlau, T., & Hinte, C. (2016). Administrative leadership and situational antecedents in the Romanian public administration. *Lex Localis*, 14(1), 133.
- Toor, S.-u.-R., & Ogunlana, S. (2009). Ineffective leadership: Investigating the negative attributes of leaders and organizational neutralizers. *Engineering, Construction and Architectural Management*, 16(3), 254-272.
- Treisman, D. (2000). The causes of corruption: a cross-national study. *Journal of public economics*, 76(3), 399-457.
- Treviño, L. K., Brown, M., & Hartman, L. P. (2003). A qualitative investigation of perceived executive ethical leadership: Perceptions from inside and outside the executive suite. *Human relations*, 56(1), 5-37.
- Treviño, L. K., & Brown, M. E. (2005). The role of leaders in influencing unethical behavior in the workplace *Managing organizational deviance* (pp. 69-87).
- Trevino, L. K., Hartman, L. P., & Brown, M. (2000). Moral person and moral manager: How executives develop a reputation for ethical leadership. *California management review*, 42(4), 128-142.
- Treviño, L. K., Weaver, G. R., & Reynolds, S. J. (2006). Behavioral ethics in organizations: A review. *Journal of Management*, 32(6), 951-990.
- Trinkner, R., Tyler, T. R., & Goff, P. A. (2016). Justice from within: The relations between a procedurally just organizational climate and police organizational efficiency, endorsement of democratic policing, and officer well-being. *Psychology, public policy, and law*, 22(2), 158.
- Tubbs, S. L., & Schulz, E. (2006). Exploring a taxonomy of global leadership competencies and meta-competencies. *Journal of American Academy of Business*, 8(2), 29-34.
- Turner, N., Barling, J., Epitropaki, O., Butcher, V., & Milner, C. (2002). Transformational leadership and moral reasoning. *Journal of applied psychology*, 87(2), 304.
- Uhl-Bien, M., & Carsten, M. K. (2007). Being ethical when the boss is not.
- Uhl-Bien, M., Riggio, R. E., Lowe, K. B., & Carsten, M. K. (2014). Followership theory: A review and research agenda. *The Leadership Quarterly*, 25(1), 83-104.
- Valentine, S., & Fleischman, G. (2004). Ethics training and businesspersons' perceptions of organizational ethics. *Journal of Business Ethics*, 52(4), 391-400.
- Valentine, S. R., & Bateman, C. R. (2011). The impact of ethical ideologies, moral intensity, and social context on sales-based ethical reasoning. *Journal of Business Ethics*, 102(1), 155-168.
- Van Vugt, M., Hogan, R., & Kaiser, R. B. (2008). Leadership, followership, and evolution: some lessons from the past. *American Psychologist*, 63(3), 182.
- Veal, A. J. (2005). *Business research methods: A managerial approach*: Pearson Education Australia/Addison Wesley.

- Velasquez, M. G. (1988). *Business Ethics, concepts and Cases* (4 ed.): Prentice-Hall, Englewood Cliffs, NJ.
- Wallis, S. E. (2010). Developing effective ethics for effective behavior. *Social Responsibility Journal*, 6(4), 536-550.
- Walumbwa, F. O., Luthans, F., Avey, J. B., & Oke, A. (2011). Retracted: Authentically leading groups: The mediating role of collective psychological capital and trust. *Journal of organizational behavior*, 32(1), 4-24.
- Wasieleski, D., & Weber, J. (2001). Investigating influences on managers moral reasoning.
- Weaver, G. R. (2014). Encouraging ethics in organizations: A review of some key research findings. *Am. Crim. L. Rev.*, 51, 293.
- Weber, J. (2009). Assessing the "Tone at the Top": The moral reasoning of CEOs in the automobile industry. *Journal of Business Ethics*, 92(2), 167-182.
- Weber, J. (2016). Does It Matter How One Assesses Moral Reasoning? Differences (Biases) in the Recognition Versus Formulation Tasks. *Business & Society*, 0007650316675611.
- Weber, J., & Wasieleski, D. (2001). Investigating Influences on Managers' Moral Reasoning The Impact of Context and Personal and Organizational Factors. *Business & Society*, 40(1), 79-110.
- Wei, L. T., & Yazdanifard, R. (2014). The impact of Positive Reinforcement on Employees' Performance in Organizations. *American Journal of Industrial and Business Management*, 4(1), 9.
- White, T. I. (1988). Right and wrong: A brief guide to understanding ethics.
- Wolde, A. d., Groenendaal, J., Helsloot, I., & Schmidt, A. (2014). An explorative study on the connection between ethical leadership, prototypicality and organizational misbehavior in a Dutch fire service.
- Woods, L. N., & Jagers, R. J. (2003). Are cultural values predictors of moral reasoning in African American adolescents? *Journal of black Psychology*, 29(1), 102-118.
- Yin, R. (2011). *Qualitative research from start to finish*. new york: Guilford Press.
- Yin, R. K. (2013). *Case study research: Design and methods*: Sage publications.
- Zahra, S. A., Priem, R. L., & Rasheed, A. A. (2005). The antecedents and consequences of top management fraud. *Journal of Management*, 31(6), 803-828.
- Zhang, Y., & Bednall, T. C. (2016). Antecedents of abusive supervision: A meta-analytic review. *Journal of Business Ethics*, 139(3), 455-471.
- Zhang, Y., & Yao, Z. (2015). Challenges in Organizational Control: The Economic and Management Perspectives. *International Journal of Knowledge-Based Organizations (IJKBO)*, 5(3), 33-44.

Zhu, W., Zheng, X., Riggio, R. E., & Zhang, X. (2015). A Critical Review of Theories and Measures of Ethics-Related Leadership. *New directions for student leadership*, 2015(146), 81-96.



## APPENDICES

### APPENDIX 1 Informed Consent



Ghazali Shafie  
Graduate School  
of Government

Universiti Utara Malaysia

#### School of Government Studies

#### Informed Consent for Participation in the Research Activities:

*Leadership ethical Issues and challenges in the Algerian State-owned Companies*

*A Case Study of Sonatrach*

I would like to thank you for giving me the opportunity to meet with you today.

My name is **ABDERRAHMANE BENLAHCENE** and I would like to talk to you about your experiences and practices as a manager (leader) in your organization.

The interview should take about an hour or less. I will be taping the session because I don't want to miss any of your comments.

Although I will be taking some notes during the session, I can't possibly write fast enough to get it all down. Because we're on tape, please be sure to speak up so that we don't miss your comments.

All responses will be kept confidential. This means that your interview responses will only be used for this study only and I will ensure that any information included in the report does not identify you as the interviewee. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.

Are there any questions about what I have just explained?

Are you willing to participate in this interview?

.....  
Interviewee  
Signature

.....  
Date

## APPENDIX 2 Interview Guide (ENGLISH)

**Title of the Study:** Leadership Ethics in the Algerian Public Sector Organizations.

**Researcher:** Abderrahmane Benlahcene.

Email: [abdoben88@gmail.com](mailto:abdoben88@gmail.com)

HP1: +60175293649.

HP2: +213665050839.

### **Why am i being invited to take part in this research?**

This study is geared to public sector organizations leaders in Algeria. However, only leaders (managers, directors, or executives) from the public organization "Sonatrach" will be included in the study. In order to answer the research questions, the top and the middle level managers will be considered as a unit of analysis of this study.

### **Who is doing the study?**

Benlahcene Abderrahmane, a PhD student at University Utara Malaysia, Kedah State. Under the supervision of Dr. Ruslan Bin Zainuddin and Dr. Nur Syakiran Akmal Bt. Ismail, Graduate School of Government Studies, University Utara Malaysia.

### **What is the purpose of this study?**

The purpose of this study is to explore the ethics of public sector leadership in Algeria. This study will increase the knowledge base about the issues of leadership ethics in the Algerian public sector organizations.

### **What are the possible risks or discomforts?**

The interview questions relate to your perception and experience. If any of the questions make you feel uncomfortable, you are not required to answer them.

### **Who will see the information that i give?**

We will keep privately all research records that identify you, to the extent allowed by law. Your information will be combined with information from other people taking part in the study. When we write about the study to share it with other researchers, we will write about the combined information we have gathered. You will not be identified in these written materials. We may publish the results of this study; however, we will keep your name and other identifying information in private. The audiotapes will be erased once transcribed.

**Note 1:** Public leadership in this study refers to the leadership within public sector, public companies such as Sonatrach, Sonalgaz, and public institutions such as hospitals, schools, etc.

**Note 2:** Public leadership in this study has nothing to do with the political leadership.

Time of interview:

Date:

Place:

Interviewer:

Interviewee:

Age:

Qualification:

Gender:

Position of interviewee:



**Theme One: Leadership in General**

1. Can you explain to me what style of leadership are you following in managing your employees?
2. In developing countries, governments always have to deal with a number of leaders who are involved in situation of unethical behavior; how is the scenario in the Algerian public sector?

**Theme Two: Organizational Culture**

1. What are the existing rules/ regulations that guide the moral/ethical behavior of employees?
2. Are they effective?
3. How do you utilize the carrot and the stick approaches?

**Theme Three: Personal Dispositions**

1. What personal values that guide your behavior? (trustworthiness, transparency, honesty)

**Theme Four: Future Leadership Qualities**

1. What values of leadership are important for our public sector leaders to steer us towards the future?



### APPENDIX 3 Interview Guide (Arabic)



Ghazali Shafie  
Graduate School  
of Government

Universiti Utara Malaysia

يشرفني أن أحضى بالفرصة لإجراء هذه المقابلة المكونة من مجموعة من الأسئلة المتعلقة بتجربكم كقادة ومدراء وإطارات في مؤسسة هامة من مؤسسات القطاع العمومي الجزائري. الأسئلة ستكون ذات صلة بالقوانين والضوابط المنظمة للسلوك الأخلاقي للإطارات والعمل داخل هذه المؤسسات، مع العلم أن المعلومات المستفادة من هذه المقابلة ستبقى سرية ولن تستعمل إلا لغرض البحث العلمي، وفي الأخير تقبلوا منا فائق التقدير وجزيل الشكر لتعاونكم معنا.

- هذه المقابلة تنخل في إطار بحث دكتوراه تخصص إدارة عامة، البحث تحت عنوان "أخلاقيات القيادة في المؤسسات العمومية الجزائرية: دراسة حالة سوناطراك".
  - يقوم بإجراء هذا البحث طالب الدكتوراه "عبد الرحمن بن لحسن"، طلب في جامعة أوتارا ماليزيا وخريج كلية الاقتصاد والتسيير جامعة باتنة.
  - يحق لك التحفظ عن الإجابة أو طلب مزيد من الشرح عن أي سؤال.
  - لك الحرية في إنهاء هذه المقابلة في أي وقت تشاء.
- للتواصل مع الباحث أو الاستفسار الرجاء الاتصال على الأرقام التالية:

0060175293649

00213665050839

أو على البريد الإلكتروني: [abdoben88@gmail.com](mailto:abdoben88@gmail.com)

توقيت المقابلة:

التاريخ:

المكان:

تمت مع:

المنصب:

السن:

المؤهلات:

سنوات الخبرة:



UUM  
Universiti Utara Malaysia

#### المحور الأول: القيادة بشكل عام

1. هل بإمكانك أن تخبرني عن أسلوب القيادة الذي تتبعه في إدارة العمال الذين هم تحت إشرافك؟
2. الحكومات أو المؤسسات العمومية في الدول النامية دائما ما تعاني من قضايا فساد وتجاوزات اخلاقية من طرف أشخاص في مناصب إدارية وقيادية. هل يمكن ان تحدثني عن الوضع في المؤسسات العمومية الجزائرية؟

#### المحور الثاني: ثقافة المؤسسة

3. ماهي اللوائح و القوانين التي تنظم السلوك الأخلاقي للعمال في هذه المؤسسة أو في باقي المؤسسات العمومية؟
4. هل هذه القوانين فعالة؟
5. أنت كـشخص ذو منصب في هذه المؤسسة، متى تستعمل أسلوب العصا والجزرة مع العمال كي تضمن ان يكون العمل بدون تجاوزات؟

#### المحور الثالث: القيم الشخصية

6. ماهي القيم الشخصية التي تحكم سلوكك اليومي في العمل؟ الصدق، الشفافية، الفعالية، الإخلاص؟

#### المحور الرابع: خـلـص القيادة المستقبلية

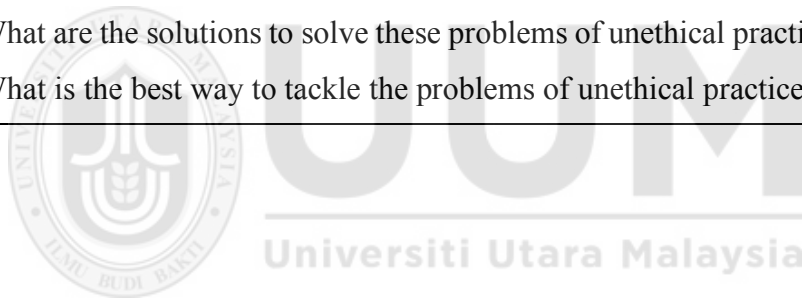
7. في اعتقادك، ماهي القيم او المميزات التي يجب أن يتميز بها القائد أو المسؤول في مؤسسة عمومية كي تضمن الفعالية والتسيير الحسن لموارد هذا القطاع؟



**UUM**  
Universiti Utara Malaysia

#### APPENDIX 4 Probing Questions

| Probing Questions  |
|--|
| <ol style="list-style-type: none"><li>1. What leadership means to you?</li><li>2. Are you familiar with the concept of unethical leadership?</li><li>3. Based on your experience, what do you think are the causes that make some leaders act unethically?</li><li>4. What do think are the motivations that make some leaders act unethically?</li><li>5. Do you think that state-owned companies' leaders are more prone to unethical behaviors? Why?</li><li>6. What are the factors related to the organizational context that may contribute to the intensity of the unethical practices?</li><li>7. What are the ethical challenges facing the Algerian state-owned companies leaders?</li><li>8. What are the obstacles within the Algerian state-owned companies that may lead (managers, directors or executives) to act unethically?</li><li>9. What are the solutions to solve these problems of unethical practices among leaders?</li><li>10. What is the best way to tackle the problems of unethical practices among leaders?</li></ol> |



## APPENDIX 5 Data Collection Letter



**GHAZALI SHAFIE GRADUATE SCHOOL OF GOVERNMENT**  
UUM Kolej Undang-Undang, Kerajaan dan Pengajian Antarabangsa  
Universiti Utara Malaysia  
06010 UUM SINTOK  
KEDAH DARUL AMAN  
MALAYSIA



Tel. 604-928 7751/7752  
Faks (Fax): 604-928 7799  
Laman Web (Web): [www.gsgsg.uum.edu.my](http://www.gsgsg.uum.edu.my)

### "MUAFAKAT KEDAH"

Reference No. : UUM/COLGIS/GSGSG/901270  
Date : March 2, 2017

#### TO WHOM IT MAY CONCERN

Sir/Madam

#### DATA COLLECTION FOR PH.D THESIS

This is to certify that **Abderrahmane Benlahcene** (Matric Number : **901270**) is a Full Time Doctoral student at Universiti Utara Malaysia, Sintok, Kedah.

He needs to collect data for his research in order to fulfill the requirements of his programme.

We duly hope that your organization will be able to assist him in getting the necessary information for his research.

Thank you.

"KNOWLEDGE, VIRTUE, SERVICE"

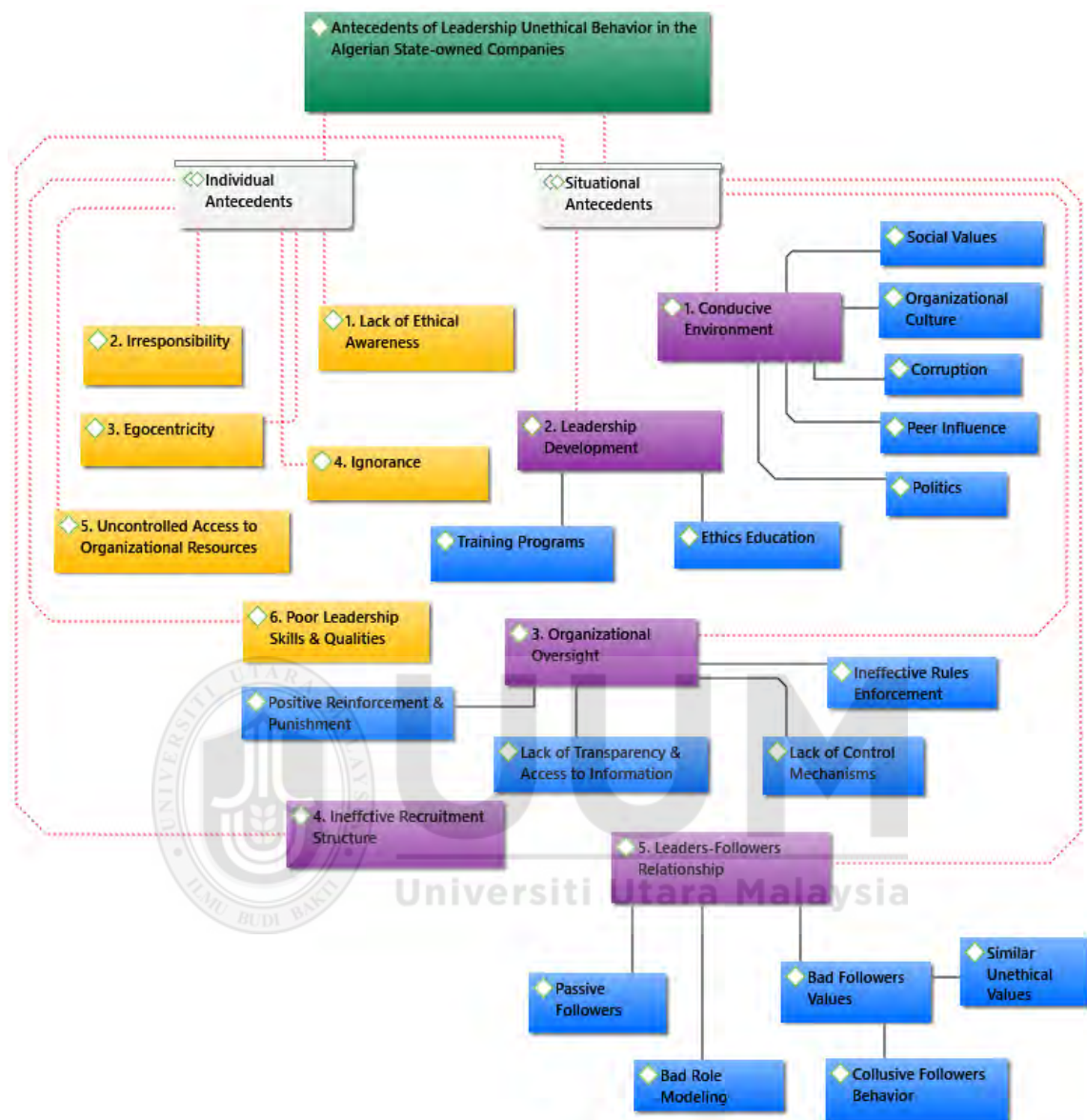
Yours faithfully

(ASSOC. PROF. DR. MAZLAN BIN ISMAIL)

Deputy Dean  
Ghazali Shafie Graduate School of Government  
Tel : 04-9287752 Fax: 04-9287799  
Email : [lan1441@uum.edu.my](mailto:lan1441@uum.edu.my)

Universiti Pengurusan Terkemuka  
The Eminent Management University

## APPENDIX 6 ATLAS.ti 8 Model



## APPENDIX 7 DIT-2 ARABIC VERSION



Ghazali Shafie  
Graduate School  
of Government

Universiti Utara Malaysia

جامعة أوتارا ماليزيا  
كلية الدراسات الحكومية

إستمارة بحث

الموضوع

قياس مستوى التفكير الأخلاقي في المؤسسات العمومية والوطنية الجزائرية

بشر في أن أضع بين أيديكم هذه الإستمارة المكونة من مجموعة أسئلة. فالرجاء الإجابة عنها بكل شفافية حتى تكون النتائج صادقة. واعلموا أن هذه الإستمارة سرية ولا تستعمل إلا لغرض البحث العلمي. وفي الأخير نقبلوا شكرنا واحترامنا لتعاونكم معنا.  
هذه الإستمارة تدخل في إطار بحث لنيل شهادة الدكتوراه في الإدارة العمومية.

إشراف الأستاذ: رسلان بن زين الدين

إعداد الطالب: عبد الرحمن بن لحسن

للتواصل مع الباحث أو الإستفسار الرجاء الإتصال على الأرقام التالية:

0060175293649

00213665050839

أو على البريد الإلكتروني: [abdoben88@gmail.com](mailto:abdoben88@gmail.com)

المحور الأول: توجيهات

هذا الإستمارة يهتم بطريقة تعاملك مع مشكلة اجتماعية معينة. بناء على ذلك، عدة قصص تتنصص مشاكل اجتماعية سوف يتم تقديمها في هذه الإستمارة. بعد كل قصة سوف تطرح عليك لائحة من الأسئلة لتقييم وترتيب أهميتها بالنسبة للقصة المطروحة.

لكل قصة 12 سؤال متعلقة بالمشكلة المطروحة في القصة. هذه الأسئلة هي عبارة عن قضايا يمكن أن تبرز فيما يخص المشكلة التي سيتم ذكرها في القصة. المطلوب منك هو أن تقيم أهمية كل سؤال من الأسئلة الـ 12 في الجدول الأول ثم ترتيبها حسب أهميتها في الجدول الثاني.

هذه الإستمارة تنقسم إلى محورين: المحور الأول يحتوي على التوجيهات (هذا المحور). أما المحور الثاني يمثل القصص التي نصف مشاكل اجتماعية والأسئلة المتعلقة بها و مسودة الإجابة التي يمكنك عليها إجاباتك.

يمكنك الإطلاع على المثال التالي لفهم كيفية الإجابة:

الانتخابات الرئاسية {مثال}:

لتفترض أنك على وشك الانتخاب على مرشح للرئاسيات. تخيل أنه قبل إنتخابك تم طرح عدة أسئلة عليك وطلب منك أن تختار السؤال الأهم في اتخاذ قرارك للتصويت لمرشح معين. في هذا المثال، تم طرح خمسة قضايا في شكل أسئلة. وهذه القضايا يتم تقييمها بناء على سلم تقييم الأهمية من 1 إلى 5: 1: أهمية عظيمة، 2: أهمية كبيرة، 3: بعض الأهمية، 4: أهمية قليلة، 5: لا أهمية. نرجوا أن يتم تقييم أهمية القضايا "الأسئلة" بتشطيب المربعات التي تتعلق بكل قضية "سؤال" على مسودة الإجابة.

لتفترض أنك تعتقد أن القضية الأولى لها أهمية عظيمة، والقضية الثانية لها بعض الأهمية، والقضية الثالثة ليس لها أي أهمية، والقضية الرابعة لها أهمية كبيرة، والقضية الخامسة لها أهمية كبيرة. إذا ستكون إجابتك على النحو التالي كما هو مبين في الجدول التالي:

قم بتقييم الأسئلة التالية حسب أهميتها:

| أهمية عظيمة 1  | أهمية كبيرة 2 | بعض الأهمية 3 | أهمية قليلة 4 | لا أهمية 5 |
|--|---------------|---------------|---------------|------------|
| 1  | 2             | 3             | 4             | 5          |
| هل أنت أفضل من الناحية المالية الآن أو قبل أربع سنوات؟                                     | 1             | 5             | 4             | 3          |
| هل أحد المترشحين لديه أخلاق عالية أكثر من المترشحين الآخرين؟                               | 2             | 5             | 4             | 3          |
| أي المترشحين أكثر طولا؟  | 3             | 5             | 4             | 3          |
| أي مترشح سوف يكون أحسن قائد؟   | 4             | 5             | 4             | 3          |
| أي مترشح لديه أحسن الأفكار من أجل تشخيص المشاكل الداخلية للبلد مثل الجريمة، والقطاع الصحي؟ | 5             | 5             | 4             | 3          |

بالإضافة إلى الجدول السابق، المرحلة الثانية تتطلب منك ترتيب الأسئلة حسب أهميتها. كما هو موضح في الجدول الثاني أدناه، الأرقام من 1 إلى 5 تمثل أرقام الأسئلة المتعلقة بالقصة. المطلوب منك هو إختيار السؤال الأكثر أهمية في اعتقادك ثم الذي يليه من حيث الأهمية.

الطريقة الصحيحة هي بتشطيب أو وضع دائرة حول رقم السؤال.

الرجاء إختيار "بتشطيب" سؤال واحد "رقم واحد" على سلم "درجات الأهمية" من الأكثر أهمية إلى الأقل أهمية.



|   |   |   |   |   |                              |
|---|---|---|---|---|------------------------------|
| 5 | 4 | 3 | 2 | 1 | السؤال الأكثر أهمية          |
| 5 | 4 | 3 | 2 | 1 | السؤال الثاني من حيث الأهمية |
| 5 | 4 | 3 | 2 | 1 | السؤال الثالث من حيث الأهمية |
| 5 | 4 | 3 | 2 | 1 | السؤال الرابع من حيث الأهمية |

- ملاحظة 1: بعض الأسئلة ستبدو لك على أنها بلا معنى أو أنه لا علاقة لها، في هذه الحالة قم بتقييمها على أنها "لا أهمية" ولا تقوم بترتيبها في سلم الأهمية في الجدول الثاني.
- ملاحظة 2: سيكون للقصص التالية 12 سؤال وليس 5 فقط كما في المثال السابق.
- ملاحظة 3: بعد انتهاء كل قصة سيتم سؤالك عن القرار الصائب من وجهة نظرك لاتخاذ.

### المحور الثاني

#### المجاعة {القصة رقم 1#}

كانت هناك قرية صغيرة في شمال الهند وكان هناك نقص فادح في الطعام، لكن هذه السنة كانت المجاعة أسوأ بكثير من السنوات الماضية. بعض العائلات اضطرت لطهي جذور الأشجار لإطعام أنفسهم. عائلة "مستاك" تكاد تهلك من الجوع. مستاك سمع أن هناك رجل غني في القرية لديه مؤن من الطعام مخزنة بعيداً وأن الرجل الغني يقوم باحتكار المؤن حتى ترتفع أسعارها ويؤم ببيعها لاحقاً ويحقق أرباحاً طائلة. مستاك في حالة يأس ويفكر في سرقة بعض الطعام من مستودع الرجل الغني. كمية الطعام القليلة التي يحتاجها مستاك من أجل عائلته على الأرجح لن يتم حتى اقتادها.

ماذا يجب على مستاك أن يفعله؟ هل توافق على أخذ الطعام؟

1. يجب عليه أخذ الطعام. ☐
2. لا يمكنك أن تقول. ☐
3. لا يجب عليه أخذ الطعام. ☐

قم بتقييم 12 سؤال التالي حسب أهميتها {1-5}

أهمية عظيمة 1 أهمية كبيرة 2 بعض الأهمية 3 أهمية قليلة 4 لا أهمية 5

|     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 1.  | هل يملك مستاك الشجاعة الكافية ليخاطر بالقصص عليه بتهمة السرقة؟   | 5 | 4 | 3 | 2 | 1 |
| 2.  | أليس من الطبيعي على أي أب محب أن يهتم بعائلته ليقيم بالسرقة من أجلها؟                                  | 5 | 4 | 3 | 2 | 1 |
| 3.  | أليس من المفروض أن تؤيد و تحترم القوانين؟  | 5 | 4 | 3 | 2 | 1 |
| 4.  | هل مستاك يعرف وصفاً جيدة لتحضير الحساء من جذور الأشجار؟  | 5 | 4 | 3 | 2 | 1 |
| 5.  | هل لدى الرجل الغني الحق في تخزين الطعام في حين أن الناس يتضورون جوعاً؟                                 | 5 | 4 | 3 | 2 | 1 |
| 6.  | هل مستاك يسرق من أجل نفسه أم من أجل عائلته؟  | 5 | 4 | 3 | 2 | 1 |
| 7.  | ماهي القيم التي ستكون الأساس من أجل التعاون الإجتماعي؟   | 5 | 4 | 3 | 2 | 1 |
| 8.  | هل يتلاعب متل الأكل مع نيب السرقة؟   | 5 | 4 | 3 | 2 | 1 |
| 9.  | هل يستحق الرجل الغني أن يسرق لأنه رجل جشع؟   | 5 | 4 | 3 | 2 | 1 |
| 10. | أليست الملكية الخاصة وسيلة للتمييز لكي يستغل الفقير؟   | 5 | 4 | 3 | 2 | 1 |
| 11. | هل سينتج عن فعل السرقة فائدة كلية لجميع المعنيين في هذه الحالة أم لا؟                                  | 5 | 4 | 3 | 2 | 1 |
| 12. | هل القوانين في هذه الحالة تنفذ حائلاً أو تعتبر حاجزاً أمام تلبية الإحتياجات الأساسية للفرد في المجتمع؟ | 5 | 4 | 3 | 2 | 1 |

قم بترتيب الأسئلة السابقة حسب أهميتها

|    |    |    |   |   |   |   |   |   |   |   |   |                              |
|----|----|----|---|---|---|---|---|---|---|---|---|------------------------------|
| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | السؤال الأكثر أهمية          |
| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | السؤال الثاني من حيث الأهمية |
| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | السؤال الثالث من حيث الأهمية |
| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | السؤال الرابع من حيث الأهمية |







## APPENDIX 8 DIT-2 ENGLISH VERSION



Ghazali Shafie  
Graduate School  
of Government

Universiti Utara Malaysia

Dear Respondent,

I'm a Ph.D. student conducting a research project about "*Leadership Ethics and Moral reasoning in the Algerian Public Sector Organizations*". This research is conducted by:

Abderrahmane Benlahcene.

HP1: +60175293649 HP2: +213665050839 Email: [abdoben88@gmail.com](mailto:abdoben88@gmail.com)

Your responses and views are highly important in achieving the objectives of this study. The information provided will be treated as **private and confidential** and will be used only for the purpose of this study. Thank you for your valuable time, attention and cooperation.



UUM  
Universiti Utara Malaysia

### Part 01: Instructions

This questionnaire is connected with how you define the issues in a social problem. Several stories about social problems will be described. After each story, there will be a list of questions. The questions that follow each story represent different issues that might be raised by the problem. In other words, the questions/ issues raise different ways of judging what is important is making a decision about the social problem. You will be asked to rate and rank the questions in terms of how important each one seems to you.

This questionnaire is in two parts: one part contains the **INSTRUCTIONS** (this part) and the stories representing the social problems; the other part contains the questions (issues) and the **ANSWER SHEET** on which to write your responses. Here is an example of the task:

#### Presidential Election

Imagine that you are about to vote for a candidate for the presidency of the **United States**. Imagine that before you vote, you are given several questions, and asked which issue is the most important to you in making up your mind about which candidate to vote for. In this example, 5 items are given. On a rating scale of 1 to 5 (1=Great, 2=Much, 3=Some, 4=Little, 5=No) please rate the importance of the item (issue) by filling in with a pencil one of the bubbles on the answer sheet by each item.

Assume that you thought that item #1 (below) was of great importance, item #2 had some importance, item #3 had no importance, item #4 had much importance, and item #5 had much importance. Then you would fill in the bubbles on the answer sheet as shown below.

#### Rate the following 12 issues in terms of importance (1-5)

Great 1 Much 2 Some 3 Little 4 No 5

|                                  |                                  |                                  |                       |                                  |  |
|----------------------------------|----------------------------------|----------------------------------|-----------------------|----------------------------------|--|
| <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            | 1. Financially are you personally better off now than you were four years ago?                         |
| <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/>            | 2. Does one candidate have a superior moral character?   |
| <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> | 3. Which candidate stands the tallest?   |
| <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            | 4. Which candidate would make the best world leader?   |
| <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            | 5. Which candidate has the best ideas for our country's internal problems, like crime and health care? |

Further, the questionnaire will ask you to rank the questions in terms of importance. In the space below, the numbers 1 through 12, represent the item number, from top to bottom, you are asked to fill in the bubble that represents the item in first importance (of those given you to choose from), then second most important, third most important, and forth most important.

Please indicate your top four choices. You might fill out this part, as follows:

#### Rank which issue is the most important (item number)

|                       |                                  |                                  |                                  |                                  |                       |                       |                       |                       |                       |                       |                       |                       |
|-----------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Most important item   | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Second most important | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Third most important  | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fourth most important | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Note that some of the items may seem irrelevant to you (as in item #3) or not make sense to you, in that case, **rate the item as "No" importance and do not rank the item**. Note that in the stories that follow, there will be 12 items for each story, not five. Please make sure to consider all 12 items (questions) that are printed after each story.

In addition you will be asked to state your preference for what action to take in the story. After the story, you will be asked to indicate the action you favor on a three-point scale (1=strongly favor some action, 2=can't decide, 3=strongly oppose that action).

In short, read the story from this booklet, then fill out your answers on the answer sheet. Please use a pencil. If you change your mind about a response, erase the pencil mark cleanly and enter your new response.

Please turn now to the answer sheet.

**Part 02: Questions (Issues)**

**Famine (Story #1)**

The small village in northern India has experienced shortages of food before, but this year's famine is worse than ever. Some families are even trying to feed themselves by making soup from tree bark. Mustaq Singh's family is near starvation. He has heard that a rich man in his village has supplies of food stored away and is hoarding food while its price goes higher so that he can sell food later at huge profit. Mustaq is desperate and thinks about stealing some food from the rich man's warehouse. The small amount of food that he needs for his family probably wouldn't even be missed.

[If at any time you would like to reread a story or the instructions, feel free to do so. Now turn to the answer sheet, go to the 12 issues and rate and rank them in terms of how important each issue seems to you]

What should Mustaq Singh do? Do you favor the actions of taking the food? (Mark one.)

1. Should take the food. ☐
2. Can't decide. ☐
3. Should not take the food. ☐

Rate the following 12 issues in terms of importance (1-5)

Great 1   Much 2   Some 3   Little 4   No 5

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | 1. Is Mustaq Singh courageous enough to risk getting caught for stealing?                        |
| 1 | 2 | 3 | 4 | 5 | 2. Isn't it only natural for a loving father to care so much for his family that he would steal? |
| 1 | 2 | 3 | 4 | 5 | 3. Shouldn't the community's laws be upheld?   |
| 1 | 2 | 3 | 4 | 5 | 4. Does Mustaq Singh know a good recipe for preparing soup from tree bark?                       |
| 1 | 2 | 3 | 4 | 5 | 5. Does the rich man have any legal right to store food when other people are starving?          |
| 1 | 2 | 3 | 4 | 5 | 6. Is the motive of Mustaq Singh to steal for himself or to steal for his family?                |
| 1 | 2 | 3 | 4 | 5 | 7. What values are going to be the basis for social cooperation?                                 |
| 1 | 2 | 3 | 4 | 5 | 8. Is the epitome of eating reconcilable with the culpability of stealing?                       |
| 1 | 2 | 3 | 4 | 5 | 9. Does the rich man deserve to be robbed for being so greedy?                                   |
| 1 | 2 | 3 | 4 | 5 | 10. Isn't private property an institution to enable the rich to exploit the poor?                |
| 1 | 2 | 3 | 4 | 5 | 11. Would stealing bring about more total good for everybody concerned or wouldn't it?           |
| 1 | 2 | 3 | 4 | 5 | 12. Are laws getting in the way of the most basic claim of any member of a society?              |

Rank which issue is the most important (item number)

|                       |   |   |   |   |   |   |   |   |   |    |    |    |
|-----------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| Most important item   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Second most important | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Third most important  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Fourth most important | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

### Reporter (Story #2)

Molly Dayton has been a news reporter for the Gazette newspaper for over a decade. Almost by accident, she learned that one of the candidates for Lieutenant Governor for her state, Grover Thompson, had been arrested for shop-lifting 20 years earlier. Reporter Dayton found out that early in his life, Candidate Thompson had undergone a confused period and done things he later regretted, actions which would be very out-of-character now. His shop-lifting had been a minor offense and charges had been dropped by the department store. Thompson has not only straightened himself out since then, but build a distinguished record in helping many people and in leading constructive community projects. Now, Reporter Dayton regards Thompson as the best candidate in the field and likely to go on to important leadership positions in the state. Reporter Dayton wonders whether or not she should write the story about Thompson's earlier troubles because in the upcoming close and heated election, she fears that such a news story could wreck Thompson's chance to win.

[Now turn to the answer sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you]

Do you favor the action of reporting the story? (Mark one.)

1. Should report the story. ☐
2. Can't decide. ☐
3. Should not report the story. ☐

Rate the following 12 issues in terms of importance (1-5)

Great 1 Much 2 Some 3 Little 4 No 5

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1. Doesn't the public have a right to know all the facts about all the candidates for office?   |
| 1 | 2 | 3 | 4 | 5 | 2. Would publishing the story help Reporter Dayton's reputation for investigative reporting?  |
| 1 | 2 | 3 | 4 | 5 | 3. If Dayton doesn't publish the story wouldn't another reporter get the story anyway and get the credit for investigative reporting?   |
| 1 | 2 | 3 | 4 | 5 | 4. Since voting is a joke anyway, does it make any difference what reporter Dayton does?  |
| 1 | 2 | 3 | 4 | 5 | 5. Hasn't Thompson shown in the past 20 years that he is a better person than his earlier days as a shop-lifter?                        |
| 1 | 2 | 3 | 4 | 5 | 6. What would best serve society?   |
| 1 | 2 | 3 | 4 | 5 | 7. If the story is true, how can it be wrong to report it?  |
| 1 | 2 | 3 | 4 | 5 | 8. How could reporter Dayton be so cruel and heartless as to report the damaging story about candidate Thompson?                        |
| 1 | 2 | 3 | 4 | 5 | 9. Does the right of "hebeas corpus" apply in this case?  |
| 1 | 2 | 3 | 4 | 5 | 10. Would the election process be more fair with or without reporting the story?  |
| 1 | 2 | 3 | 4 | 5 | 11. Should reporter Dayton treat all candidates for office in the same way by reporting everything she learns about them, good and bad? |
| 1 | 2 | 3 | 4 | 5 | 12. Isn't it a reporter's duty to report all the news regardless of the circumstances?  |

Rank which issue is the most important (item number)

|                       |   |   |   |   |   |   |   |   |   |    |    |    |
|-----------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| Most important item   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Second most important | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Third most important  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Fourth most important | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

#### Cancer (Story #4)

Mrs. Bennett is 62 years old, and in the last phases of colon cancer. She is in terrible pain and asks the doctor to give her more pain-killer medicine. The doctor has given her the maximum safe dose already and is reluctant to increase the dosage because it would probably hasten her death. In a clear and rational mental state, Mrs. Bennett says that she realizes this; but she wants to end her suffering even if it means ending her life. Should the doctor give her an increased dosage?

[Now turn to the answer sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you]

Do you favor the action of giving more medicine?

1. Should give Mr. Bennett an increased dosage to make her die. ☐
2. Can't decide. ☐
3. Should not give her an increased dosage. ☐

Rate the following 12 issues in terms of importance (1-5)

Great 1 Much 2 Some 3 Little 4 No 5

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | 1. Isn't the doctor obligated by the same laws as everybody else if giving an overdose would be the same as killing her? |
| 1 | 2 | 3 | 4 | 5 | 2. Wouldn't society be better off without so many laws about what doctors can and cannot do?                             |
| 1 | 2 | 3 | 4 | 5 | 3. If Mrs. Bennett dies, would the doctor be legally responsible for malpractice?  |
| 1 | 2 | 3 | 4 | 5 | 4. Does the family of Mrs. Bennett agree that she should get more painkiller medicine?                                   |
| 1 | 2 | 3 | 4 | 5 | 5. Is the painkiller medicine an active hallucinogenic drug?   |
| 1 | 2 | 3 | 4 | 5 | 6. Does the state have the right to force continued existence on those who don't want to live?                           |
| 1 | 2 | 3 | 4 | 5 | 7. Is helping to end another's life ever a responsible act of cooperation?   |
| 1 | 2 | 3 | 4 | 5 | 8. Would the doctor show more sympathy for Mrs. Bennett by giving the medicine or not?                                   |
| 1 | 2 | 3 | 4 | 5 | 9. Wouldn't the doctor feel guilty from giving Mrs. Bennett so much drug that she died?                                  |
| 1 | 2 | 3 | 4 | 5 | 10. Should only God decide when a person's life should end?  |
| 1 | 2 | 3 | 4 | 5 | 11. Shouldn't society protect everyone against being killed?   |
| 1 | 2 | 3 | 4 | 5 | 12. Where should society draw the line between protecting life and allowing someone to die if the person wants to?       |

Rank which issue is the most important (item number)

|                       |   |   |   |   |   |   |   |   |   |    |    |    |
|-----------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| Most important item   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Second most important | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Third most important  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Fourth most important | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

Please provide the following information about yourself:

1. Age in years:
2. Sex: Male female
3. Level of Education:
4. What is your primary Language:
5. What is your position in the company:

Thank You.



## APPENDIX 9 DIT-2 FRENCH VERSION



Ghazali Shafie  
Graduate School  
of Government

Universiti Utara Malaysia

Madame, Monsieur,

Dans le cadre de mes études de doctorat je mène un projet de recherche portant sur « L'éthique du leadership dans les organisations du secteur public algérien ». Cette recherche est menée par:

Abderrahmane Benlhcene.

HP1: 60175293649

HP2: 213665050839

E-mail: [abdoben88@gmail.com](mailto:abdoben88@gmail.com)

Vos réponses et points de vue sont très importants dans la réalisation des objectifs de cette étude. Les informations fournies seront confidentielles et ne seront utilisées que dans le but de cette étude. Nous vous remercions de votre assistance et de l'intérêt que vous portez à notre recherche.

### Partie 01: Instructions

Ce questionnaire est lié à la façon dont vous définissez les problèmes dans un climat social. Plusieurs histoires sur les problèmes sociaux seront décrites. Après chaque histoire, il y aura une liste de questions. Les questions qui suivent chaque histoire représentent les différentes questions qui pourraient être soulevées par le problème. En d'autres termes, les questions / problèmes soulèvent différentes façons de juger ce qui est important dans la prise d'une décision concernant un problème social. On vous demandera de noter et de classer les questions par degrés d'importance.

Ce questionnaire est divisé en deux parties; une partie contient les **instructions** (cette partie) et les histoires qui représentent les problèmes sociaux; l'autre partie contient les questions (Problèmes) et la **feuille de réponses** pour rapporter vos réponses. Voici un exemple de la tâche:

#### Élection présidentielle

Imaginez que vous êtes sur le point de voter pour un candidat à la présidence de l'Algérie. Imaginez qu'avant de voter, vous devez répondre sur plusieurs questions et vous vous demandez laquelle serait la plus importante pour constituer le bon choix. Dans cet exemple, 5 articles sont donnés. Sur une échelle de notation de 1 à 5 (Grande 1 ; Beaucoup 2 ; Certaine 3 ; Peu 4 ; aucune N° 5) veuillez évaluer l'importance de l'élément (question) en remplissant avec un crayon une des bulles sur la feuille de réponses pour chaque élément.

Supposons que vous pensiez que le point #1 (ci-dessous) était d'une grande importance, le point #2 d'une certaine importance, le point #3 sans importance, le point n°4 avait beaucoup d'importance, et le point n°5 avait beaucoup d'importance. Ensuite, vous remplissez les bulles sur la feuille de réponses comme indiqué ci-dessous.

#### Évaluer les 12 questions suivantes en termes d'importance (1-5)

Grande 1 Beaucoup 2 Certaine 3 Peu 4 aucune N° 5

|   |   |   |   |   |    |   |
|---|---|---|---|---|----|---|
| 1 | 2 | 3 | 4 | 5 | 1. | Financièrement êtes-vous mieux maintenant que vous étiez il y a quatre ans?                                       |
| 1 | 2 | 3 | 4 | 5 | 2. | Est-ce qu'un candidat doit avoir un caractère moral supérieur?  |
| 1 | 2 | 3 | 4 | 5 | 3. | Quel candidat se tient le plus grand?   |
| 1 | 2 | 3 | 4 | 5 | 4. | Quel candidat serait le meilleur leader mondial?  |
| 1 | 2 | 3 | 4 | 5 | 5. | Quel candidat a les meilleures idées pour les problèmes internes de notre pays, comme la criminalité et la santé? |

En outre, le questionnaire vous demandera de classer les questions en termes d'importance. Dans l'espace ci-dessous, les numéros 1 à 12, représentent le numéro d'article, de haut en bas, on vous demande de remplir la bulle qui représente l'élément de première importance (de ceux dont vous allez choisir), puis deuxième article le plus important, le troisième plus important, le quatrième plus important.

Veuillez indiquer vos quatre choix. Vous pouvez remplir cette partie, comme suit:

#### Echelle, quel numéro est le plus important (numéro d'article)

|                           |   |   |   |   |   |   |   |   |   |    |    |    |
|---------------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| élément le plus important | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Deuxième plus important   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Troisième plus important  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Quatrième plus importante | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

Notez que certains des éléments peuvent sembler hors de propos (comme au point n° 3) ou vide de sens, dans ce cas, évaluer l'élément sur l'importance « aucune » et ne classez pas l'élément. Notez que dans les histoires qui suivent, il y aura 12 articles pour chaque histoire, pas cinq. Veuillez examiner les 12 articles (questions) qui sont imprimés après chaque histoire.



De plus, on vous demandera d'indiquer votre préférence pour les mesures à prendre dans l'histoire. Après l'histoire, il vous sera demandé d'indiquer l'action que vous privilégiez sur une échelle de trois points (1 = favoriser fortement une action, 2 = ne peut pas décider, 3 = opposer fermement à cette action).  
Bref, lisez l'histoire depuis ce livret, puis remplissez vos réponses sur la feuille de réponses. Merci d'utiliser un crayon. Si vous changez d'avis sur une réponse, effacez proprement la marque du crayon et inscrivez votre nouvelle réponse.  
**Veillez tourner maintenant la feuille de réponses.**

## Partie 02: Questions (Problèmes)

### La famine (Histoire # 1)

Le petit village dans le nord de l'Inde a connu autrefois des pénuries de nourriture, mais la famine cette année est pire en comparaison aux années antérieures. Certaines familles essaient même de se nourrir par une soupe d'écorce libre. La famille de Mustaq Singh est au bord de la famine. Il a entendu dire qu'un homme riche dans son village a des réserves de nourriture stockée et alors que son prix va augmenter pour qu'il puisse les vendre plus tard à des profits énormes. Mustaq est désespéré et pense à voler de la nourriture de l'entrepôt de l'homme riche. La petite quantité de nourriture dont il a besoin pour sa famille ne serait probablement pas remarquée.

Que doit-Mustaq Singh faire? Etes-vous favorable à l'action de prendre de la nourriture? (choisissez une réponse).

1. Il devrait prendre la nourriture. ☐
2. Ne pas décider. ☐
3. Ne devrait pas prendre la nourriture. ☐

Évaluer les 12 questions suivantes en termes d'importance (1-5)

Grande 1 Beaucoup 2 certaine 3 peu 4 aucune 5

|   |   |   |   |   |     |   |
|---|---|---|---|---|-----|---|
| 1 | 2 | 3 | 4 | 5 | 1.  | Mustaq Singh est-il assez courageux pour risquer de se faire prendre pour vol?                          |
| 1 | 2 | 3 | 4 | 5 | 2.  | n'est-ce pas naturel pour un père aimant de prendre soin de sa famille et qu'il volerait pour le faire? |
| 1 | 2 | 3 | 4 | 5 | 3.  | les lois de la communauté ne devraient pas être respectées?   |
| 1 | 2 | 3 | 4 | 5 | 4.  | Est-ce que Mustaq Singh connaît une bonne recette pour préparer la soupe d'écorce?                      |
| 1 | 2 | 3 | 4 | 5 | 5.  | Est-ce que l'homme riche a le droit de stocker la nourriture quand d'autres personnes meurent de faim?  |
| 1 | 2 | 3 | 4 | 5 | 6.  | A-Mustaq Singh décidé de voler pour lui-même ou pour sa famille?  |
| 1 | 2 | 3 | 4 | 5 | 7.  | Quelles sont les valeurs de base d'une coopération sociale?   |
| 1 | 2 | 3 | 4 | 5 | 8.  | Est l'incarnation même de manger conciliable avec la culpabilité d'avoir volé?                          |
| 1 | 2 | 3 | 4 | 5 | 9.  | Est-ce que l'homme riche mérite d'être volé parce qu'il est avide?                                      |
| 1 | 2 | 3 | 4 | 5 | 10. | la propriété privée n'est-elle pas une institution pour permettre aux riches d'exploiter les pauvres?   |
| 1 | 2 | 3 | 4 | 5 | 11. | Est-ce que le vol apportera plus pour toutes les personnes concernées ou non?                           |
| 1 | 2 | 3 | 4 | 5 | 12. | Est-ce que les lois vont à l'encontre de la plus simple demande de tout membre d'une société?           |

Sélectionnez quel problème est le plus important (numéro d'article)

|                           |   |   |   |   |   |   |   |   |   |    |    |    |
|---------------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| élément le plus important | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Deuxième plus important   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Troisième plus important  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Quatrième plus important  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

### Journaliste rapporteur (Histoire # 2)

Molly Dayton était un journaliste pour le journal The Gazette depuis plus d'une décennie. Presque par hasard, elle a appris que l'un des candidats pour le lieutenant-gouverneur pour son état, Grover Thompson, avait été arrêté pour vols à l'étalage depuis plus de 20 ans. Dayton a découvert qu'au début de sa vie, le candidat Thompson avait connu une période confuse et a fait des choses qu'il regrettera plus tard, les actions qui seraient irrecevables de nos jours. Le vol à l'étalage a été considéré comme une infraction mineure et les poursuites avaient été abandonnées par le magasin. Thompson ne s'est pas seulement redressé, mais depuis cette affaire, il a fait beaucoup pour aider les gens et mener des projets communautaires constructifs. Maintenant, Dayton considère Thompson comme le meilleur candidat sur le terrain et susceptible d'occuper des postes importants dans l'état.

Etes-vous favorable pour l'action de rapporter l'histoire? (choisissez une réponse).

1. Devrait rapporter l'histoire. ☐
2. Ne pas décider. ☐
3. Ne devrait pas rapporter l'histoire. ☐

Évaluer les 12 questions suivantes en termes d'importance (1-5)

Grande 1 Beaucoup 2 Certain 3 peu 4 aucune 5

|   |   |   |   |   |    |  |
|---|---|---|---|---|----|--|
| 1 | 2 | 3 | 4 | 5 | 1. | est ce que le public a le droit de connaître tous les faits sur tous les candidats?                                  |
| 1 | 2 | 3 | 4 | 5 | 2. | Est-ce que en publiant cette histoire, la journaliste Dayton serait plus connue dans le journalisme d'investigation? |

|   |   |   |   |   |     |  |
|---|---|---|---|---|-----|--|
| 1 | 2 | 3 | 4 | 5 | 3.  | Si Dayton ne publie pas l'histoire, est-ce qu'un autre journaliste ne va pas obtenir l'histoire et la publier de toute façon et obtenir le crédit pour le journalisme d'investigation? |
| 1 | 2 | 3 | 4 | 5 | 4.  | depuis que le vote est devenu une blague, est-ce que la journaliste Dayton a apporté un plus avec cette histoire?  |
| 1 | 2 | 3 | 4 | 5 | 5.  | Thompson n'a pas montré au cours des 20 dernières années qu'il est une meilleure personne qu'autrefois, comme étant un voleur?   |
| 1 | 2 | 3 | 4 | 5 | 6.  | Que serait le mieux pour servir la société?  |
| 1 | 2 | 3 | 4 | 5 | 7.  | Si l'histoire est vraie, comment peut-on la rapporter fausse?  |
| 1 | 2 | 3 | 4 | 5 | 8.  | Comment la journaliste Dayton pourrait être si cruelle et sans pitié pour avoir rapporté une telle histoire au sujet du candidat Thompson?   |
| 1 | 2 | 3 | 4 | 5 | 9.  | Est-ce que le droit de « habeas corpus » est applicable dans ce cas?   |
| 1 | 2 | 3 | 4 | 5 | 10. | le processus électoral serait plus équitable avec ou sans rapport d'histoire?  |
| 1 | 2 | 3 | 4 | 5 | 11. | la journaliste Dayton devrait traiter tous les candidats de la même manière par le rapport de toute histoire à leur sujet, qu'elle soit bonne et mauvaise?                             |
| 1 | 2 | 3 | 4 | 5 | 12. | N'est-il pas le devoir d'un journaliste de rapporter toutes les informations quelles que soient les circonstances?   |

**Sélectionnez quel problème est le plus important (numéro d'article)**

|                           |   |   |   |   |   |   |   |   |   |    |    |    |
|---------------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| élément le plus important | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Deuxième plus important   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Troisième plus important  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Quatrième plus importante | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

**Cancer (Histoire # 3)**

Mme Bennett a 62 ans, et dans les dernières phases du cancer du côlon. Elle souffre d'une douleur terrible et demande au médecin de lui prescrire plus de médicaments analgésiques. Le médecin lui a donné la dose maximale de sécurité et est réticent à augmenter la dose, car il serait probablement dangereux et pourrait causer sa mort. Dans des conditions mentales stables et rationnelles, Mme Bennett dit qu'elle a pris connaissance de tout cela; mais elle veut mettre fin à sa souffrance même si cela signifie la fin de sa vie. Est-ce que le médecin doit lui autoriser une augmentation de la dose?

Etes-vous favorable pour l'action d'augmenter la dose des médicaments?

1. Il Devrait augmenter la dose pour M. Bennett pour causer sa mort. ☐
2. Ne pas décider. ☐
3. Ne devrait pas lui autoriser une augmentation de la dose. ☐

**Sélectionnez les 12 questions suivantes en termes d'importance (1-5) :**

**Grande 1 Beaucoup 2 Certain 3 peu 4 aucune 5**

|   |   |   |   |   |     |   |
|---|---|---|---|---|-----|---|
| 1 | 2 | 3 | 4 | 5 | 1.  | Le médecin n'est-il pas soumis aux mêmes lois que tous les autres en donnant une surdose par le crime du meurtre?         |
| 1 | 2 | 3 | 4 | 5 | 2.  | la Société ne serait-elle pas mieux sans tant de lois sur ce que les médecins peuvent et ne peuvent pas faire?            |
| 1 | 2 | 3 | 4 | 5 | 3.  | Si Mme Bennett décède, le médecin serait légalement responsable de la faute professionnelle?                              |
| 1 | 2 | 3 | 4 | 5 | 4.  | Est-ce que la famille de Mme Bennett conviendrait qu'elle devrait obtenir plus d'analgésiques?                            |
| 1 | 2 | 3 | 4 | 5 | 5.  | l'analgésique est un médicament héliotrope actif?   |
| 1 | 2 | 3 | 4 | 5 | 6.  | Est-ce que l'Etat a le droit de forcer l'existence pour ceux qui ne veulent pas vivre?                                    |
| 1 | 2 | 3 | 4 | 5 | 7.  | Contribuer à mettre fin à une autre vie est-il un acte responsable de coopération?  |
| 1 | 2 | 3 | 4 | 5 | 8.  | le médecin fera preuve de plus de sympathie pour Mme Bennett en donnant le médicament ou non?                             |
| 1 | 2 | 3 | 4 | 5 | 9.  | Le médecin Ne va pas se sentir coupable d'avoir donné à Mme Bennett tant de drogue pour l'aider à mettre fin à sa vie?    |
| 1 | 2 | 3 | 4 | 5 | 10. | Dieu n'est Il le Seul qui décide de mettre fin à la vie d'une personne?   |
| 1 | 2 | 3 | 4 | 5 | 11. | La société ne devrait pas protéger tout le monde contre le suicide?   |
| 1 | 2 | 3 | 4 | 5 | 12. | où la société doit-elle tracer une ligne entre la protection d'une vie et permettre à quelqu'un de mourir s'il le désire? |

**Sélectionnez quel numéro est le plus important (numéro d'article)**

|                           |   |   |   |   |   |   |   |   |   |    |    |    |
|---------------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| élément le plus important | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Deuxième plus important   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Troisième plus important  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Quatrième plus important  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

**Veillez fournir les informations suivantes qui vous concernent:**

- 1. Age:**
- 2. Sexe:**    Homme            Femme
- 3. Niveau d'éducation:**
- 4. Quelle est votre langue principale:**
- 5. Quelle est votre position dans l'entreprise:**

**MERCI DE VOTRE PARTICIPATION**



## APPENDIX 10 DIT-2 Scoring Output

### Summarize

Case Processing Summary<sup>a</sup>

|  | Cases    |         |          |         |       |         |
|--|----------|---------|----------|---------|-------|---------|
|  | Included |         | Excluded |         | Total |         |
|  | N        | Percent | N        | Percent | N     | Percent |
| id                                       | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |
| Personal Interest (Stage 2/3)            | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |
| Maintain Norms (Stage 4)                 | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |
| Post Conventional (P score)              | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |
| N2SCORE                                  | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |
| SPSS filter to eliminate purged subjects | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |

a. Limited to first 100000 cases.

Individual participant output: Developmental indices<sup>a</sup>

|    | id   | Personal Interest (Stage 2/3) | Maintain Norms (Stage 4) | Post Conventional (P score) | N2SCORE | SPSS filter to eliminate purged subjects |
|----|------|-------------------------------|--------------------------|-----------------------------|---------|--|
| 1  | 1.0  | 20.00                         | 43.33                    | 33.33                       | 37.91   | Selected                                 |
| 2  | 2.0  | 33.33                         | 66.67                    | .00                         | -7.12   | Selected                                 |
| 3  | 3.0  | 10.00                         | 63.33                    | 20.00                       | 24.42   | Selected                                 |
| 4  | 4.0  | 26.67                         | 46.67                    | 26.67                       | 26.60   | Selected                                 |
| 5  | 5.0  | 53.33                         | 20.00                    | 10.00                       | 22.24   | Selected                                 |
| 6  | 6.0  | 30.00                         | 33.33                    | 10.00                       | 16.27   | Selected                                 |
| 7  | 8.0  | 43.33                         | 43.33                    | 13.33                       | 24.28   | Selected                                 |
| 8  | 10.0 | 20.00                         | 13.33                    | 53.33                       | 52.82   | Selected                                 |
| 9  | 11.0 | 53.33                         | 33.33                    | 6.67                        | 14.75   | Selected                                 |
| 10 | 12.0 | 23.33                         | 40.00                    | 36.67                       | 36.88   | Selected                                 |
| 11 | 13.0 | 20.00                         | 63.33                    | 13.33                       | 28.34   | Selected                                 |
| 12 | 14.0 | 13.33                         | 56.67                    | 13.33                       | 27.06   | Selected                                 |
| 13 | 15.0 | 20.00                         | 40.00                    | 36.67                       | 34.05   | Selected                                 |
| 14 | 17.0 | .00                           | 66.67                    | 26.67                       | 43.71   | Selected                                 |
| 15 | 18.0 | 41.67                         | 54.17                    | 4.17                        | 15.49   | Selected                                 |
| 16 | 20.0 | 26.92                         | 46.15                    | 19.23                       | 20.84   | Selected                                 |
| 17 | 21.0 | 26.67                         | 60.00                    | 6.67                        | 19.10   | Selected                                 |
| 18 | 22.0 | 3.33                          | 60.00                    | 33.33                       | 41.80   | Selected                                 |
| 19 | 23.0 | 20.00                         | 26.67                    | 53.33                       | 50.60   | Selected                                 |

Page 1

Individual participant output: Developmental indices<sup>a</sup>

|    | id   | Personal Interest<br>(Stage 2/3) | Maintain Norms<br>(Stage 4) | Post Conventional<br>(P score) | N2SCORE | SPSS filter to eliminate<br>purged subjects |
|----|------|----------------------------------|-----------------------------|--------------------------------|---------|---|
| 20 | 24.0 | 46.67                            | 16.67                       | 3.33                           | 1.86    | Selected                                    |
| 21 | 25.0 | 23.33                            | 50.00                       | 13.33                          | 27.59   | Selected                                    |
| 22 | 27.0 | 3.33                             | 70.00                       | 20.00                          | 27.32   | Selected                                    |
| 23 | 28.0 | 23.33                            | 53.33                       | 23.33                          | 13.52   | Selected                                    |
| 24 | 29.0 | 36.67                            | 13.33                       | 36.67                          | 37.18   | Selected                                    |
| 25 | 31.0 | 46.67                            | 30.00                       | 13.33                          | 19.50   | Selected                                    |
| 26 | 32.0 | 36.67                            | 36.67                       | 16.67                          | 10.73   | Selected                                    |
| 27 | 33.0 | .00                              | 50.00                       | 36.67                          | 47.89   | Selected                                    |
| 28 | 34.0 | .00                              | 51.72                       | 37.93                          | 44.18   | Selected                                    |
| 29 | 35.0 | 33.33                            | 26.67                       | 10.00                          | 21.83   | Selected                                    |
| 30 | 36.0 | 40.00                            | 33.33                       | 16.67                          | 26.07   | Selected                                    |
| 31 | 37.0 | 38.46                            | 46.15                       | 11.54                          | 17.62   | Selected                                    |
| 32 | 38.0 | 36.67                            | 50.00                       | 13.33                          | 15.44   | Selected                                    |
| 33 | 40.0 | 13.33                            | 66.67                       | 20.00                          | 37.49   | Selected                                    |
| 34 | 41.0 | 3.85                             | 46.15                       | 30.77                          | 37.12   | Selected                                    |
| 35 | 42.0 | 13.33                            | 60.00                       | 23.33                          | 43.15   | Selected                                    |
| 36 | 43.0 | 16.00                            | 44.00                       | 16.00                          | 27.93   | Selected                                    |
| 37 | 44.0 | 16.67                            | 40.00                       | 30.00                          | 30.45   | Selected                                    |
| 38 | 45.0 | 34.48                            | 31.03                       | 24.14                          | 20.16   | Selected                                    |
| 39 | 46.0 | 40.00                            | 30.00                       | 26.67                          | 22.64   | Selected                                    |
| 40 | 47.0 | .00                              | 66.67                       | 16.67                          | 14.74   | Selected                                    |
| 41 | 48.0 | 13.33                            | 60.00                       | 26.67                          | 40.16   | Selected                                    |
| 42 | 49.0 | 6.67                             | 63.33                       | 20.00                          | 39.39   | Selected                                    |
| 43 | 50.0 | 10.00                            | 63.33                       | 26.67                          | 39.62   | Selected                                    |
| 44 | 51.0 | 56.67                            | 23.33                       | 10.00                          | 16.41   | Selected                                    |
| 45 | 52.0 | 60.71                            | 25.00                       | 10.71                          | 18.31   | Selected                                    |
| 46 | 53.0 | 33.33                            | 41.67                       | .00                            | 8.83    | Selected                                    |
| 47 | 54.0 | 20.00                            | 26.67                       | 33.33                          | 35.32   | Selected                                    |
| 48 | 55.0 | 30.00                            | 66.67                       | .00                            | 1.38    | Selected                                    |
| 49 | 56.0 | 30.00                            | 33.33                       | 13.33                          | 6.23    | Selected                                    |
| 50 | 57.0 | 26.67                            | 33.33                       | 13.33                          | 12.34   | Selected                                    |
| 51 | 58.0 | 36.67                            | 40.00                       | 20.00                          | 33.95   | Selected                                    |
| 52 | 59.0 | 30.00                            | 33.33                       | 30.00                          | 28.80   | Selected                                    |
| 53 | 60.0 | 23.33                            | 63.33                       | 13.33                          | 34.14   | Selected                                    |
| 54 | 61.0 | 46.67                            | 20.00                       | 6.67                           | 12.84   | Selected                                    |
| 55 | 62.0 | 13.33                            | 60.00                       | 26.67                          | 38.61   | Selected                                    |
| 56 | 63.0 | 30.00                            | 26.67                       | 13.33                          | 13.45   | Selected                                    |
| 57 | 65.0 | 50.00                            | 16.67                       | 20.00                          | 23.80   | Selected                                    |

Page 2

Individual participant output: Developmental indices<sup>a</sup>

|         | id   | Personal Interest<br>(Stage 2/3) | Maintain Norms<br>(Stage 4) | Post Conventional<br>(P score) | N2SCORE | SPSS filter to eliminate<br>purged subjects |
|---------|------|----------------------------------|-----------------------------|--------------------------------|---------|---|
| 58      | 66.0 | 70.00                            | 16.67                       | 3.33                           | 6.04    | Selected                                    |
| 59      | 67.0 | 46.67                            | 40.00                       | .00                            | 7.02    | Selected                                    |
| 60      | 68.0 | 33.33                            | 43.33                       | 23.33                          | 19.16   | Selected                                    |
| 61      | 69.0 | 40.00                            | 32.00                       | 20.00                          | 14.68   | Selected                                    |
| 62      | 70.0 | .00                              | 50.00                       | 46.67                          | 34.56   | Selected                                    |
| 63      | 71.0 | 3.33                             | 40.00                       | 40.00                          | 29.72   | Selected                                    |
| 64      | 72.0 | 46.67                            | 36.67                       | 13.33                          | 12.90   | Selected                                    |
| 65      | 73.0 | 30.00                            | 50.00                       | 20.00                          | 22.96   | Selected                                    |
| 66      | 74.0 | 36.67                            | 56.67                       | 6.67                           | 7.97    | Selected                                    |
| Total N | 66   | 66                               | 66                          | 66                             | 66      | 66  |

a. Limited to first 100000 cases.

## Summarize

Case Processing Summary<sup>a</sup>

|   | Cases    |         |          |         |       |         |
|---|----------|---------|----------|---------|-------|---------|
|   | Included |         | Excluded |         | Total |         |
|   | N        | Percent | N        | Percent | N     | Percent |
| id  | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |
| Type indicator                              | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |
| Utilizer score                              | 56       | 84.8%   | 10       | 15.2%   | 66    | 100.0%  |
| Consolidation Transition                    | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |
| SPSS filter to eliminate<br>purged subjects | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |

a. Limited to first 100000 cases.

Individual participant output: Developmental profile and phase indices<sup>a</sup>

|    | id   | Type indicator | Utilizer score | Consolidation<br>Transition | SPSS filter to<br>eliminate<br>purged subjects |
|----|------|----------------|----------------|-----------------------------|--|
| 1  | 1.0  | 5.00           | .14            | 1.00                        | Selected                                       |
| 2  | 2.0  | 4.00           | .27            | 2.00                        | Selected                                       |
| 3  | 3.0  | 4.00           | .23            | 2.00                        | Selected                                       |
| 4  | 4.0  | 3.00           | 9.99           | 1.00                        | Selected                                       |
| 5  | 5.0  | 2.00           | .47            | 1.00                        | Selected                                       |
| 6  | 6.0  | 3.00           | -.06           | 1.00                        | Selected                                       |
| 7  | 8.0  | 3.00           | .24            | 1.00                        | Selected                                       |
| 8  | 10.0 | 7.00           | .16            | 2.00                        | Selected                                       |
| 9  | 11.0 | 2.00           | 9.99           | 1.00                        | Selected                                       |
| 10 | 12.0 | 5.00           | .29            | 1.00                        | Selected                                       |
| 11 | 13.0 | 4.00           | .35            | 2.00                        | Selected                                       |
| 12 | 14.0 | 3.00           | .40            | 1.00                        | Selected                                       |
| 13 | 15.0 | 5.00           | .10            | 1.00                        | Selected                                       |
| 14 | 17.0 | 4.00           | .16            | 2.00                        | Selected                                       |
| 15 | 18.0 | 3.00           | .07            | 1.00                        | Selected                                       |
| 16 | 20.0 | 4.00           | .27            | 2.00                        | Selected                                       |
| 17 | 21.0 | 3.00           | .15            | 1.00                        | Selected                                       |
| 18 | 22.0 | 4.00           | .26            | 2.00                        | Selected                                       |
| 19 | 23.0 | 6.00           | -.04           | 1.00                        | Selected                                       |
| 20 | 24.0 | 2.00           | .30            | 1.00                        | Selected                                       |
| 21 | 25.0 | 3.00           | 9.99           | 1.00                        | Selected                                       |
| 22 | 27.0 | 4.00           | .44            | 2.00                        | Selected                                       |
| 23 | 28.0 | 3.00           | .08            | 1.00                        | Selected                                       |
| 24 | 29.0 | 2.00           | .53            | 1.00                        | Selected                                       |
| 25 | 31.0 | 2.00           | .29            | 1.00                        | Selected                                       |
| 26 | 32.0 | 3.00           | -.01           | 1.00                        | Selected                                       |
| 27 | 33.0 | 4.00           | .25            | 2.00                        | Selected                                       |
| 28 | 34.0 | 4.00           | .16            | 2.00                        | Selected                                       |
| 29 | 35.0 | 2.00           | .24            | 1.00                        | Selected                                       |
| 30 | 36.0 | 2.00           | -.07           | 1.00                        | Selected                                       |
| 31 | 37.0 | 4.00           | .27            | 2.00                        | Selected                                       |
| 32 | 38.0 | 3.00           | .21            | 1.00                        | Selected                                       |
| 33 | 40.0 | 4.00           | .42            | 2.00                        | Selected                                       |
| 34 | 41.0 | 4.00           | .30            | 2.00                        | Selected                                       |
| 35 | 42.0 | 4.00           | .43            | 2.00                        | Selected                                       |
| 36 | 43.0 | 4.00           | .37            | 2.00                        | Selected                                       |
| 37 | 44.0 | 5.00           | .09            | 1.00                        | Selected                                       |

Individual participant output: Developmental profile and phase indices<sup>a</sup>

|       | id   | Type indicator | Utilizer score | Consolidation<br>Transition | SPSS filter to<br>eliminate<br>purged subjects |
|-------|------|----------------|----------------|-----------------------------|--|
| 38    | 45.0 | 2.00           | .13            | 1.00                        | Selected                                       |
| 39    | 46.0 | 2.00           | .12            | 1.00                        | Selected                                       |
| 40    | 47.0 | 5.00           | .18            | 1.00                        | Selected                                       |
| 41    | 48.0 | 4.00           | .45            | 2.00                        | Selected                                       |
| 42    | 49.0 | 4.00           | .47            | 2.00                        | Selected                                       |
| 43    | 50.0 | 4.00           | .38            | 2.00                        | Selected                                       |
| 44    | 51.0 | 2.00           | .01            | 1.00                        | Selected                                       |
| 45    | 52.0 | 2.00           | -.27           | 1.00                        | Selected                                       |
| 46    | 53.0 | 3.00           | 9.99           | 1.00                        | Selected                                       |
| 47    | 54.0 | 6.00           | .16            | 1.00                        | Selected                                       |
| 48    | 55.0 | 3.00           | .26            | 1.00                        | Selected                                       |
| 49    | 56.0 | 3.00           | .39            | 1.00                        | Selected                                       |
| 50    | 57.0 | 3.00           | .31            | 1.00                        | Selected                                       |
| 51    | 58.0 | 4.00           | .00            | 2.00                        | Selected                                       |
| 52    | 59.0 | 3.00           | .16            | 1.00                        | Selected                                       |
| 53    | 60.0 | 4.00           | .24            | 2.00                        | Selected                                       |
| 54    | 61.0 | 2.00           | 9.99           | 1.00                        | Selected                                       |
| 55    | 62.0 | 4.00           | 9.99           | 2.00                        | Selected                                       |
| 56    | 63.0 | 2.00           | 9.99           | 1.00                        | Selected                                       |
| 57    | 65.0 | 2.00           | 9.99           | 1.00                        | Selected                                       |
| 58    | 66.0 | 2.00           | .03            | 1.00                        | Selected                                       |
| 59    | 67.0 | 2.00           | -.13           | 1.00                        | Selected                                       |
| 60    | 68.0 | 3.00           | .11            | 1.00                        | Selected                                       |
| 61    | 69.0 | 2.00           | 9.99           | 1.00                        | Selected                                       |
| 62    | 70.0 | 5.00           | .24            | 1.00                        | Selected                                       |
| 63    | 71.0 | 7.00           | .17            | 2.00                        | Selected                                       |
| 64    | 72.0 | 2.00           | .10            | 1.00                        | Selected                                       |
| 65    | 73.0 | 3.00           | .20            | 1.00                        | Selected                                       |
| 66    | 74.0 | 4.00           | 9.99           | 2.00                        | Selected                                       |
| Total | N    | 66             | 56             | 66                          | 66   |

a. Limited to first 100000 cases.

**Summarize**



Case Processing Summary<sup>a</sup>

|  | Cases    |         |          |         |       |         |
|--|----------|---------|----------|---------|-------|---------|
|  | Included |         | Excluded |         | Total |         |
|  | N        | Percent | N        | Percent | N     | Percent |
| id                                       | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |
| Religious Orthodoxy (proxy measure)      | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |
| Humanitarian Liberalism                  | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |
| Number of cannot decide choices          | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |
| SPSS filter to eliminate purged subjects | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |

a. Limited to first 100000 cases.

Individual participant output: Experimental indices<sup>a</sup>

|    | id   | Religious Orthodoxy (proxy measure) | Humanitarian Liberalism | Number of cannot decide choices | SPSS filter to eliminate purged subjects |
|----|------|-------------------------------------|-------------------------|---------------------------------|--|
| 1  | 1.0  | 7.00                                | 1.00                    | .00                             | Selected                                 |
| 2  | 2.0  | 8.00                                | 1.00                    | 1.00                            | Selected                                 |
| 3  | 3.0  | 9.00                                | .00                     | .00                             | Selected                                 |
| 4  | 4.0  | 7.00                                | 1.00                    | 2.00                            | Selected                                 |
| 5  | 5.0  | 5.00                                | 2.00                    | .00                             | Selected                                 |
| 6  | 6.0  | 5.00                                | 2.00                    | 1.00                            | Selected                                 |
| 7  | 8.0  | 8.00                                | 2.00                    | .00                             | Selected                                 |
| 8  | 10.0 | 6.00                                | 1.00                    | 1.00                            | Selected                                 |
| 9  | 11.0 | 5.00                                | .00                     | 2.00                            | Selected                                 |
| 10 | 12.0 | 9.00                                | 2.00                    | .00                             | Selected                                 |
| 11 | 13.0 | 9.00                                | 1.00                    | .00                             | Selected                                 |
| 12 | 14.0 | 8.00                                | 1.00                    | 1.00                            | Selected                                 |
| 13 | 15.0 | 9.00                                | 1.00                    | .00                             | Selected                                 |
| 14 | 17.0 | 9.00                                | .00                     | .00                             | Selected                                 |
| 15 | 18.0 | 5.00                                | 1.00                    | 1.00                            | Selected                                 |
| 16 | 20.0 | 5.00                                | .00                     | .00                             | Selected                                 |
| 17 | 21.0 | 9.00                                | 2.00                    | .00                             | Selected                                 |
| 18 | 22.0 | 7.00                                | 1.00                    | .00                             | Selected                                 |
| 19 | 23.0 | 8.00                                | 3.00                    | .00                             | Selected                                 |
| 20 | 24.0 | 5.00                                | 2.00                    | 1.00                            | Selected                                 |
| 21 | 25.0 | 9.00                                | .00                     | 2.00                            | Selected                                 |
| 22 | 27.0 | 8.00                                | .00                     | .00                             | Selected                                 |

Individual participant output: Experimental indices<sup>a</sup>

|    | id   | Religious<br>Orthodoxy<br>(proxy<br>measure) | Humanitarian<br>Liberalism | Number of<br>cannot decide<br>choices | SPSS filter to<br>eliminate<br>purged subjects |
|----|------|--|----------------------------|---------------------------------------|--|
| 23 | 28.0 | 9.00   | 1.00                       | .00                                   | Selected                                       |
| 24 | 29.0 | 4.00   | 3.00                       | .00                                   | Selected                                       |
| 25 | 31.0 | 9.00   | 2.00                       | 1.00                                  | Selected                                       |
| 26 | 32.0 | 5.00   | 2.00                       | 1.00                                  | Selected                                       |
| 27 | 33.0 | 9.00   | .00                        | 1.00                                  | Selected                                       |
| 28 | 34.0 | 9.00   | 1.00                       | .00                                   | Selected                                       |
| 29 | 35.0 | 5.00   | 1.00                       | .00                                   | Selected                                       |
| 30 | 36.0 | 9.00   | 2.00                       | .00                                   | Selected                                       |
| 31 | 37.0 | 5.00   | .00                        | .00                                   | Selected                                       |
| 32 | 38.0 | 9.00   | 2.00                       | 1.00                                  | Selected                                       |
| 33 | 40.0 | 5.00   | .00                        | .00                                   | Selected                                       |
| 34 | 41.0 | 8.00   | .00                        | .00                                   | Selected                                       |
| 35 | 42.0 | 8.00   | .00                        | .00                                   | Selected                                       |
| 36 | 43.0 | 8.00   | .00                        | .00                                   | Selected                                       |
| 37 | 44.0 | 6.00   | .00                        | .00                                   | Selected                                       |
| 38 | 45.0 | 5.00   | 1.00                       | .00                                   | Selected                                       |
| 39 | 46.0 | 9.00   | 1.00                       | .00                                   | Selected                                       |
| 40 | 47.0 | 8.00   | .00                        | .00                                   | Selected                                       |
| 41 | 48.0 | 9.00   | .00                        | .00                                   | Selected                                       |
| 42 | 49.0 | 8.00   | .00                        | .00                                   | Selected                                       |
| 43 | 50.0 | 8.00   | .00                        | .00                                   | Selected                                       |
| 44 | 51.0 | 5.00   | 1.00                       | .00                                   | Selected                                       |
| 45 | 52.0 | 4.00   | .00                        | 1.00                                  | Selected                                       |
| 46 | 53.0 | 2.00   | 1.00                       | 2.00                                  | Selected                                       |
| 47 | 54.0 | 1.00   | .00                        | 1.00                                  | Selected                                       |
| 48 | 55.0 | 3.00   | 1.00                       | 1.00                                  | Selected                                       |
| 49 | 56.0 | 7.00   | 1.00                       | 1.00                                  | Selected                                       |
| 50 | 57.0 | 7.00   | 1.00                       | 1.00                                  | Selected                                       |
| 51 | 58.0 | 5.00   | 1.00                       | 1.00                                  | Selected                                       |
| 52 | 59.0 | 4.00   | 1.00                       | .00                                   | Selected                                       |
| 53 | 60.0 | 1.00   | .00                        | .00                                   | Selected                                       |
| 54 | 61.0 | 4.00   | 1.00                       | 2.00                                  | Selected                                       |
| 55 | 62.0 | 9.00   | .00                        | 3.00                                  | Selected                                       |
| 56 | 63.0 | 3.00   | .00                        | 2.00                                  | Selected                                       |
| 57 | 65.0 | 3.00   | .00                        | 3.00                                  | Selected                                       |
| 58 | 66.0 | 3.00   | 2.00                       | .00                                   | Selected                                       |
| 59 | 67.0 | 4.00   | 1.00                       | .00                                   | Selected                                       |

Individual participant output: Experimental indices<sup>a</sup>

|         | id   | Religious<br>Orthodoxy<br>(proxy<br>measure) | Humanitarian<br>Liberalism | Number of<br>cannot decide<br>choices | SPSS filter to<br>eliminate<br>purged subjects |
|---------|------|--|----------------------------|---------------------------------------|--|
| 60      | 68.0 | 9.00   | 1.00                       | 1.00                                  | Selected                                       |
| 61      | 69.0 | 1.00   | .00                        | 3.00                                  | Selected                                       |
| 62      | 70.0 | 7.00   | .00                        | .00                                   | Selected                                       |
| 63      | 71.0 | 9.00   | .00                        | .00                                   | Selected                                       |
| 64      | 72.0 | 6.00   | 2.00                       | .00                                   | Selected                                       |
| 65      | 73.0 | 8.00   | 2.00                       | 1.00                                  | Selected                                       |
| 66      | 74.0 | 9.00   | .00                        | 2.00                                  | Selected                                       |
| Total N | 66   | 66   | 66                         | 66                                    | 66   |

a. Limited to first 100000 cases.

Summarize

Case Processing Summary<sup>a</sup>

|   | Cases    |         |          |         |       |         |
|---|----------|---------|----------|---------|-------|---------|
|   | Included |         | Excluded |         | Total |         |
|   | N        | Percent | N        | Percent | N     | Percent |
| id  | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |
| Age   | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |
| Sex   | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |
| Educational Level                           | 66       | 100.0%  | 0        | 0.0%    | 66    | 100.0%  |
| Political Liberalism (high<br>scores = Con) | 0        | 0.0%    | 66       | 100.0%  | 66    | 100.0%  |
| U.S. Citizen?                               | 0        | 0.0%    | 66       | 100.0%  | 66    | 100.0%  |
| English as primary<br>language?             | 0        | 0.0%    | 66       | 100.0%  | 66    | 100.0%  |

a. Limited to first 100000 cases.

Demographic variables<sup>a</sup>

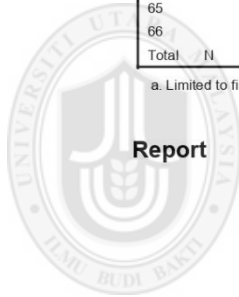
|    | id   | Age  | Sex    | Educational Level | Political Liberalism (high scores = Con) | U.S. Citizen? | English as primary language? |
|----|------|------|--------|-------------------|--|---------------|------------------------------|
| 1  | 1.0  | 34.0 | male   | Prof. degree      | -  | -             | -                            |
| 2  | 2.0  | 32.0 | male   | Prof. degree      | -  | -             | -                            |
| 3  | 3.0  | 29.0 | male   | Prof. degree      | -  | -             | -                            |
| 4  | 4.0  | 33.0 | male   | Prof. degree      | -  | -             | -                            |
| 5  | 5.0  | 47.0 | male   | Grade 7-9         | -  | -             | -                            |
| 6  | 6.0  | 27.0 | male   | Prof. degree      | -  | -             | -                            |
| 7  | 8.0  | 53.0 | male   | Prof. degree      | -  | -             | -                            |
| 8  | 10.0 | 26.0 | male   | Prof. degree      | -  | -             | -                            |
| 9  | 11.0 | 28.0 | male   | Prof. degree      | -  | -             | -                            |
| 10 | 12.0 | 26.0 | male   | Prof. degree      | -  | -             | -                            |
| 11 | 13.0 | 33.0 | male   | Prof. degree      | -  | -             | -                            |
| 12 | 14.0 | 50.0 | male   | Prof. degree      | -  | -             | -                            |
| 13 | 15.0 | 33.0 | male   | Prof. degree      | -  | -             | -                            |
| 14 | 17.0 | 33.0 | male   | Prof. degree      | -  | -             | -                            |
| 15 | 18.0 | 37.0 | male   | Prof. degree      | -  | -             | -                            |
| 16 | 20.0 | 32.0 | male   | Prof. degree      | -  | -             | -                            |
| 17 | 21.0 | 26.0 | male   | Prof. degree      | -  | -             | -                            |
| 18 | 22.0 | 29.0 | male   | Prof. degree      | -  | -             | -                            |
| 19 | 23.0 | 40.0 | male   | Prof. degree      | -  | -             | -                            |
| 20 | 24.0 | 30.0 | male   | Prof. degree      | -  | -             | -                            |
| 21 | 25.0 | 32.0 | male   | Prof. degree      | -  | -             | -                            |
| 22 | 27.0 | 33.0 | male   | Prof. degree      | -  | -             | -                            |
| 23 | 28.0 | 30.0 | male   | Prof. degree      | -  | -             | -                            |
| 24 | 29.0 | 40.0 | male   | Prof. degree      | -  | -             | -                            |
| 25 | 31.0 | 37.0 | male   | Prof. degree      | -  | -             | -                            |
| 26 | 32.0 | 27.0 | male   | Prof. degree      | -  | -             | -                            |
| 27 | 33.0 | 27.0 | female | Prof. degree      | -  | -             | -                            |
| 28 | 34.0 | 27.0 | female | Prof. degree      | -  | -             | -                            |
| 29 | 35.0 | 30.0 | male   | Prof. degree      | -  | -             | -                            |
| 30 | 36.0 | 36.0 | male   | Prof. degree      | -  | -             | -                            |
| 31 | 37.0 | 36.0 | male   | Prof. degree      | -  | -             | -                            |
| 32 | 38.0 | 39.0 | male   | Grade 10-12       | -  | -             | -                            |
| 33 | 40.0 | 30.0 | male   | Grade 10-12       | -  | -             | -                            |
| 34 | 41.0 | 37.0 | male   | Prof. degree      | -  | -             | -                            |
| 35 | 42.0 | 31.0 | male   | Prof. degree      | -  | -             | -                            |
| 36 | 43.0 | 28.0 | male   | Prof. degree      | -  | -             | -                            |
| 37 | 44.0 | 32.0 | male   | Prof. degree      | -  | -             | -                            |
| 38 | 45.0 | 45.0 | male   | Junior            | -  | -             | -                            |
| 39 | 46.0 | 30.0 | male   | Prof. degree      | -  | -             | -                            |
| 40 | 47.0 | 38.0 | male   | Prof. degree      | -  | -             | -                            |
| 41 | 48.0 | 35.0 | male   | Prof. degree      | -  | -             | -                            |

Demographic variables<sup>a</sup>

|       | id   | Age  | Sex  | Educational Level | Political Liberalism (high scores = Con) | U.S. Citizen? | English as primary language? |
|-------|------|------|------|-------------------|--|---------------|------------------------------|
| 42    | 49.0 | 42.0 | male | MS degree         | -  | -             | -                            |
| 43    | 50.0 | 49.0 | male | Prof. degree      | -  | -             | -                            |
| 44    | 51.0 | 34.0 | male | Grade 10-12       | -  | -             | -                            |
| 45    | 52.0 | 30.0 | male | Grade 10-12       | -  | -             | -                            |
| 46    | 53.0 | 25.0 | male | Grade 7-9         | -  | -             | -                            |
| 47    | 54.0 | 41.0 | male | Prof. degree      | -  | -             | -                            |
| 48    | 55.0 | 28.0 | male | Sophomore         | -  | -             | -                            |
| 49    | 56.0 | 33.0 | male | MS degree         | -  | -             | -                            |
| 50    | 57.0 | 31.0 | male | Prof. degree      | -  | -             | -                            |
| 51    | 58.0 | 31.0 | male | Prof. degree      | -  | -             | -                            |
| 52    | 59.0 | 45.0 | male | Prof. degree      | -  | -             | -                            |
| 53    | 60.0 | 29.0 | male | Prof. degree      | -  | -             | -                            |
| 54    | 61.0 | 40.0 | male | Grade 7-9         | -  | -             | -                            |
| 55    | 62.0 | 25.0 | male | Grade 10-12       | -  | -             | -                            |
| 56    | 63.0 | 29.0 | male | Grade 10-12       | -  | -             | -                            |
| 57    | 65.0 | 26.0 | male | Grade 10-12       | -  | -             | -                            |
| 58    | 66.0 | 30.0 | male | Sophomore         | -  | -             | -                            |
| 59    | 67.0 | 33.0 | male | Grade 10-12       | -  | -             | -                            |
| 60    | 68.0 | 29.0 | male | Grade 10-12       | -  | -             | -                            |
| 61    | 69.0 | 42.0 | male | Grade 10-12       | -  | -             | -                            |
| 62    | 70.0 | 35.0 | male | Prof. degree      | -  | -             | -                            |
| 63    | 71.0 | 29.0 | male | Prof. degree      | -  | -             | -                            |
| 64    | 72.0 | 36.0 | male | Prof. degree      | -  | -             | -                            |
| 65    | 73.0 | 32.0 | male | Prof. degree      | -  | -             | -                            |
| 66    | 74.0 | 29.0 | male | Prof. degree      | -  | -             | -                            |
| Total | N    | 66   | 66   | 66                | 66                                       |               |                              |

a. Limited to first 100000 cases.

Report



Universiti Utara Malaysia

Table 1

| Personal<br>Interest<br>(Stage 2/3) | Maintain<br>Norms<br>(Stage 4) | Post<br>Conventional<br>(P score) | N2SCORE |
|-------------------------------------|--------------------------------|-----------------------------------|---------|
| Mean                                |                                |                                   |         |
| 27.46                               | 43.20                          | 19.92                             | 24.74   |
| StdDev                              |                                |                                   |         |
| 16.61                               | 15.68                          | 12.49                             | 12.99   |
| N                                   |                                |                                   |         |
| 66                                  | 66                             | 66                                | 66      |

## Report



**UUM**  
Universiti Utara Malaysia

Table 2

| Utilizer<br>score | Humanitarian<br>Liberalism | Number of<br>cannot<br>decide<br>choices | Religious<br>Orthodoxy<br>(proxy<br>measure) |
|-------------------|----------------------------|--|--|
| Mean<br>.20       | .85                        | .62                                      | 6.50   |
| StdDev<br>.17     | .85                        | .86                                      | 2.38   |
| N<br>56           | 66                         | 66                                       | 66   |

**Report**

**UUM**  
Universiti Utara Malaysia

Table 3

| id     | Age  | Sex | Educational<br>Level | Political<br>Liberalism<br>(high<br>scores =<br>Con) | U.S.<br>Citizen? | English<br>as<br>primary<br>language? |
|--------|------|-----|----------------------|--|------------------|---------------------------------------|
| Mean   | 33.5 | 1.0 | 8.5                  | .  | .                | .                                     |
| StdDev | 6.4  | .2  | 2.9                  | .  | .                | .                                     |
| N      | 66   | 66  | 66                   | 0  | 0                | 0                                     |



**UUM**  
Universiti Utara Malaysia



## APPENDIX 11 SONATRACH Branches

|    | Headquarters & Branches | Provinces |
|----|-------------------------|-----------|
|    | Company headquarter     | Algiers   |
| 1  | ENAFOR                  | Wargla    |
| 2  | ENGTP                   | Algiers   |
| 3  | ENTP                    | Wargla    |
| 4  | ENSP                    | Wargla    |
| 5  | ENIP                    | Skikda    |
| 6  | ENAC                    | Algiers   |
| 7  | NAFTAL                  | Algiers   |
| 8  | GCB                     | Boumerdas |
| 9  | HELIOS SPA              | Oran      |
| 10 | COGIS                   | Oran      |
| 11 | EGZIK                   | Skikda    |
| 12 | SOMIK                   | Skikda    |
| 13 | SOPREP                  | Algiers   |
| 14 | ENAFOR                  | Wargla    |
| 15 | ENGTP                   | Algiers   |
| 16 | ENTP                    | Wargla    |
| 17 | ENSP                    | Wargla    |
| 18 | ENIP                    | Skikda    |
| 19 | ENAC                    | Algiers   |
| 20 | NAFTAL                  | Algiers   |
| 21 | GCB                     | Boumerdas |
| 22 | HELIOS SPA              | Oran      |
| 23 | COGIZ                   | Oran      |
| 24 | EGZIK                   | Skikda    |
| 25 | SOMIK                   | Skikda    |
| 26 | SOPREP                  | Oran      |

## APPENDIX 12 SONATRACH Corporate Profile



### Subsidiaries

- Drilling (ENTP & ENAFOR)
- Well Services (ENSP)
- Geophysics (ENAGEO)
- Construction (ENGTP, ENGCB, ...)
- Distribution (NAFTAL)
- Shipping (HYPROC)
- Electricity and Seawater Desalination (AEC)
- Fertilizers (ASMIDAL, AOA, Fertil, OCI,.)



### International

- Upstream
- Transportation
- Downstream
- Marketing
- Shipping